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The NEW TRAIL



UNIVERSITY OF ALBERTA, JANUARY, 1948

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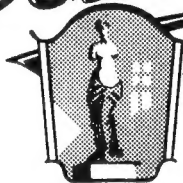
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Volume VI.

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Editorial

LATIN OR ENGLISH

Latin, as everyone who has been exposed to the modern trend in education knows, has completely lost its position of pre-eminence. It is quite possible today to be considered a man of learning and distinction without it. And indeed if a word of that ancient and time-honoured tongue should be interjected into ordinary conversation one is likely to be met by that wary look which seems to say, "M-m, a reactionary in our progressive midst."

One must therefore give heed to the suggestion that reached us not so long ago. It was, in fact, that we should discard once and for all, for the simple reason that few people today know what it means or how it should be used, the Latin term "Alumnus".

To be sure, there is much point to the argument. To explain to a person who has been reared in the new psychology of learning that he is an alumnUS, whereas his wife is an alumnA; that all his men classmates are alumnI, whereas the members of his wife's sorority are alumnAE, requires a good deal of time and patience. Then of course if one is sufficiently ardent about the matter the two accepted pronunciations of each word must be brought up and explained and the water becomes very deep indeed. It is little wonder that many conscientious folk, rather than wrestle with the intricacies of the situation, shorten the word to "alum" and forget the whole business of Latin inflections.

Of course, if this honourable word should be discarded in favour of the more modern term "graduate," a great deal of connotation would be lost. The strict meaning of "alumnus" is nursling or foster-child. "Alumnus Matris Almae" sounds very comfortable, if one has Latin. It seems to imply a warm and comfortable relationship—a sort of family tie. "Graduate" does not quite hit the same meaning and many steadfast souls will shudder at the slangy "grad", which is bound to become all too familiar.

At any rate a mild controversy is in progress over the continued use of the Latin term and already many universities, some in Canada and more in the United States, are leaning towards the word "graduate". Whatever may be the wiser course to pursue, the use of the modern word would undoubtedly help the understanding of the dear lady who inquired in all sincerity, "And what exactly does an *Aluminum* Secretary do?"



Alberta Education Council

Giving the People What They Demand

The late William Aberhart laid it down as a fundamental of Democracy that the people must state loudly and clearly the results which they want, and that they must hold the Government responsible for getting those results for them.

The Alberta Educational Council, which last year led a campaign on behalf of increased Government financial support of education and which is just commencing a similar effort this year, believes that the people of Alberta want a big reform in the financing of elementary and secondary education. Leaving out anything which may have been submitted to the Judge Commission, we know that responsible bodies everywhere are in revolt against steadily rising school levies on real property. Some municipalities are beginning to starve other services to keep up with school costs; other municipalities were verbally spanked by the Minister of Municipal Affairs last fall for running on a deficit.

The people of Alberta realize that the school population of this province is based upon the universal tendency of young people to get married and raise families. Nothing could be "broader-based" than that. It is clear that the system of taxation necessary to provide the money to educate these children should be just as broadly based.



Corrections

The editor wishes to apologize to Dr. J. W. Chalmers for an error which crept into the October issue of the *New Trail*. On p. 186 Dr. Chalmers' name appeared as Chambers. Fortunately the name was correct on p. 197 where Dr. Chalmers' article, "*Federal Aid to Education*," appeared.

The editor must also beg pardon from Mr. David Watson of Port Credit, Ontario. On p. 214 of the October issue of the *New Trail* a cut of Mr. Watson's painting appears without the caption, "The Church at Canmore, by David Watson."

We wish to assure these gentlemen that the errors were entirely inadvertent.

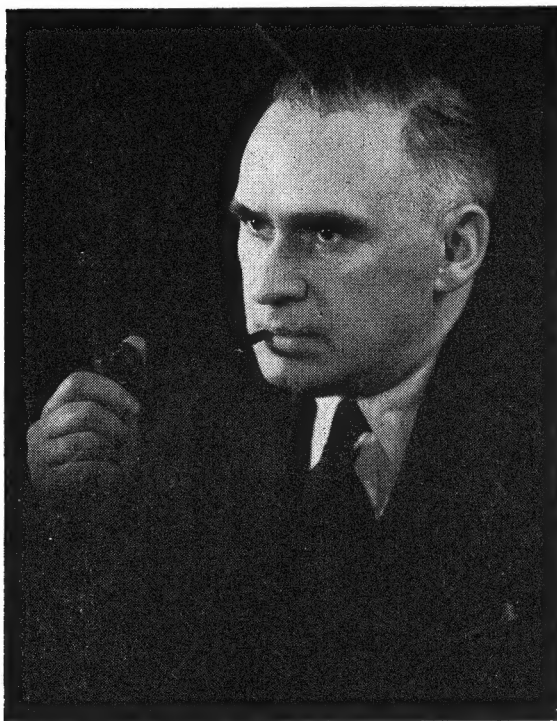


We are indebted to Professor H. G. Glyde, the Art Editor of The New Trail, for the cover design of this issue. Although Professor Glyde is extremely busy, he was good enough to make time to give us an idea of how one corner of the campus looks to an artist.



Don't miss notice re Alumni Association dues on page 4.

In Memoriam



George Malcolm Smith

"The Council of the Faculty of Arts and Science wishes to record its sense of grievous loss in the sudden death on the night of October 4, 1947, of George Malcolm Smith. Mr. Smith came to the University of Alberta as head of the Department of History in 1931. Before that he had studied in Toronto and, as a Rhodes Scholar, in Oxford. After Oxford, he returned to Toronto and lectured there, both before and after the war of 1914-18, in which he served with distinction. In 1938 he was appointed Dean of this Faculty. In the fall of 1943 he was granted leave of absence to do war work in Ottawa, work for which he was exceptionally well qualified but which, after a few weeks, a nervous breakdown forced him to relinquish. For three years he endured a severe and depressing illness with admirable patience and courage. This term to his own great satisfaction and to the pleasure of all his friends, he returned to the University to give his course on International Affairs Since 1871, a subject whose complexities he had long studied with profound understanding and on which he had lectured in many previous sessions with

This is a copy of a motion passed by the Council of the Faculty of Arts and Science on October 8, 1947.

brilliance, fairmindedness, and always with complete freedom from dogmatism and oversimplification. He was not a narrow specialist, but was familiar with the history of many countries and many periods. Keenly aware of the links between political and social history and the history of music, painting and literature, he missed no opportunity of tying subject to subject and of giving shape and coherence to the work of his students.

"He was at home and had many friends on both sides of the Atlantic. To these friends, some of them very influential people, he was always ready to appeal on behalf of our best students, many of whom owe much to his kindly offices.

"As Dean and as a member, usually as Chairman, of many committees, Professor Smith was a skilful and energetic champion of the best interests of this Faculty. He took administrative work seriously and found pleasure in it. He never grudged time and thought in working out solutions at once practicable and sound. He was not a research man. He often said that three kinds of work were open to a member of a University staff: teaching, administration, research; and that one could scarcely hope to do well in all three. He excelled in two. He made the choice deliberately; and nobody who knew him can doubt that, if he had chosen to avoid administrative duties, he had the ability to do research work of real distinction. One result of the devotion of much of his time to the understanding, enforcement, and improvement of the rules and principles under which a University does its work was that he gave freedom to his colleagues to do research. His students both in Toronto and Alberta, especially his best students, will long remember the teaching of George Smith. We, his colleagues, are grateful for the intelligence and integrity with which he directed the affairs of this Faculty. Those of us who had the good fortune to know him well will cherish the memory of a valued friendship."

Friends and former students of the late Professor George Malcolm Smith will be interested to learn that the class in International Relations to which he began to lecture last October has suggested a memorial collection of books in his subject. The committee is making arrangements to purchase Professor Smith's collection of books as a nucleus.

Those wishing to associate themselves with the memorial may send contributions made payable to the University to Professor J. G. Thomas, Department of History, who will answer any enquiries.

Education for One World

By ROBERT NEWTON

President, University of Alberta

We have all the physical equipment of "one world," but not the mental outlook. This is where education should come in.

But education must itself first learn the way. Its progress through a changing world has been largely haphazard. The rapid expansion of social and economic interests among our people, and the development of technology, have led to the crowding of secondary school programs with all kinds of subjects intended to meet the needs of modern life. The new courses have come in conflict with the traditional matriculation program leading to the universities. They have postponed the date of matriculation. They have added to the burden of a teaching staff not paid enough to attract and hold the best people or to justify an adequate standard of education. Little wonder that matriculants often reach the universities with the thinnest of preparation and at least a year later than they should.

The universities in turn are harassed by excessive departmentalism and specialism, by constant demands for new and longer courses (often to cover ephemeral knowledge or techniques), and by the increasing dominance of professional schools. The Arts faculty, originally the core and substance of the university, is in danger of becoming a service station, piping "business English" and other ingredients of cultural veneer into budding professionals.

Now the universities are threatened with a new danger, excessive size. Last year the universities of England in conference proposed to limit their size to about 5,000 students each, but on this continent the sky's the limit. So far Canadian graduates have been much in demand in the United States. They have been recognized as a select group. What may be the effect of our sudden growth remains to be seen, but there can be little doubt that quality of instruction declines with increase in size beyond the optimum point. Admittedly we are going through a period of inflation, ranks swollen by ex-service men and women, but no one expects university student numbers to fall to pre-war levels again.

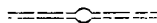
We need a restatement of the function and objectives of education in the modern world. That is beyond the scope of this short article, but some of the things that need doing are clear enough. We need better teachers. To get them we must offer better salaries, better working conditions, and better training courses. To overcome the clash of interests between secondary schools and universities we must treat the educational system as an integrated whole. We should get students into the universities by age 18 (with senior matriculation) and make four years the minimum course for any degree. Most professional degrees will require longer to give time for reasonable mastery of a limited field and acquiring some knowledge of the world as a whole.

Ideally higher education should be available to all who can profit by it. Since this is physically and financially impossible, we should admit to the universities only the number of students that can be effectively taught with the facilities and staff available. A university course represents a large investment of time and money by the student and it is unfair to him to take in more than can be handled properly. The other side of the picture is the substantial cost to the state (direct or indirect) over and above what the student pays in fees. This makes it important to select students who are likely to make the best use of their opportunity.

The tree of knowledge has many branches. Earlier guidance in the secondary school should help pupils select the right one, whether it lead at one extreme to industrial apprenticeship, or through intermediate routes via technical schools and institutes, or at the other extreme through the universities. Parents, too, need educating to the idea of diverse talents and diverse training routes. The welfare of society demands this diversity.

The curriculum, whether of secondary school or university, is the corner stone of our building. The program of every student should have a clear pattern and purpose. The obvious failure of technology to give us a happy world throws us back on the humanities. Language, literature, and philosophy should help us understand our neighbors. History and political economy, if taken seriously, might even cure us of making the same old mistakes and of applying crackpot remedies. The fine arts and religion are sorely needed to leaven our materialism and give us a finer quality of life and a longer prospective. To muster these forces our curriculum must preserve a nice balance between the ideal and the practical, between general and special education.

We can look for one world only when our educational system prepares our people for world citizenship as well as for the practical business of making a living. To professional or commercial skills they must add a love of truth and justice, a taste for beauty, a tolerant and enlightened attitude towards their neighbors. This is the task for which education must gird itself.



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St. Joseph's College

1927-1947

BROTHER MEMORIAN, F.S.C.

At twenty, a human being is just on the verge of manhood or womanhood; at that same age, a college is still an adolescent; the former has a set span of life, while the latter may think of its possible future in terms of centuries. But, just as with the one, two decades of human life are a fair index of what to expect of those that are to follow, so also, with the other, is the same period a reasonable forecast of things to come. And if a youth who has reached maturity takes some time to adjust himself to his new social status, it likewise takes an institution, especially one of a rather new type, a number of years of trial and error to find its proper channel, as well as the safest rules by which to guide its course.

St. Joseph's College is still young; it has given much evidence of adjustment to environment; it has not only shown signs of viability, but has been productive of much that was expected of it, besides evolving a code of rules, mostly unwritten, for its own peculiar guidance.

In this last connection, it must be remembered that St. Joseph's was, and is, a new type of institution in the field of Catholic education: a Catholic college functioning in complete harmony with a state university, with which it is closely affiliated. As such, it had few, if any, precedents to go by, as general college management is largely understood. But, from its earliest inception, it had one clearly-defined objective—its very "raison d'être", as conceived by its great, saintly, and fatherly founder, the late Archbishop O'Leary, who requested the Brothers of the Christian Schools to direct it—the safeguarding of the faith of the Catholic student body of the University of Alberta. This was St. Joseph's charter, in very truth. How it has carried out the injunctions, enjoyed the privileges, induced growth and development, as enjoined, conferred, and outlined by that charter is a question that might well be raised on St. Joseph's twentieth birthday.

We are not here concerned with repeating the history of St. Joseph's College; recalling the names of those who made its existence financially possible; evoking the memory of others who guided its unsteady advance throughout its years of trial and uncertainty; enlarging upon the kindly interest of university and government officials, and other friends; listing the names of the students whose achievements brought honour to the College; stopping to pay a tribute of respect to departed members of the staff and student body: all these things are rather well known, and have frequently been referred to both by the spoken and the written word. Known too—and this is but human, very human—are the errors, the downright mistakes, the shortcomings recorded down through the years; the lost op-

Brother Memorian, F.S.C., is well known to many readers of the *New Trail*. He was on the staff of St. Joseph's College from 1927 to 1939, serving as Rector from 1933 on. He has now retired from active teaching and lives at the Administrative Headquarters for the Christian Brothers for the District of Toronto. There he devotes his time to writing and teaching in the interests of the Brotherhood.



The late Archbishop O'Leary laying the corner stone

portunities; the things that "might have been." Little thought is given to those things that "did not happen at all"—things that, had they occurred, might have changed, and for the worse, the whole story. Rather are we anxious to underscore the long, slow, and often disconcerting process of how a promising, representative group of young men and women were made to evolve from a handful of unknown, unorganized, poorly orientated score or two of students in 1927. Perhaps there were more; that has never been determined—and it does not matter now. The problem in hand consisted in giving Catholic students in attendance at the University every opportunity, not only to practice their faith as they knew it, but to acquire such an enlightened knowledge of it as would be commensurate with the splendid secular education they were receiving from a young, ambitious, well-staffed university.

This was not, by any means, an easy task—one that could be solved by putting up in the middle of the Campus a graceful college building flanked by a still more graceful chapel. It demanded work, patient hard work; willingness to try again, even after a series of failures; a determination to weather the rigours of the depression, whether that was financial or of an equally well-known variety. Yes, the solution of the problem was beset with difficulties, some of which, strangely enough, emerging from unexpected quarters; but, to those in charge, the gradual building up of a social and religious mentality among the Catholic group on the Campus far transcended in importance all the trials, failures, and even the little triumphs, that have been written into the short story of this twenty-year-old. No doubt, much of what was done was taken for granted as things that "just happen"; but things that are productive of real good generally require some help in order to "happen."

Need I enumerate here the means by which St. Joseph's College has striven for twenty years to fulfil the behest of its apostolic founder? They have become

so much an integral part of the life of the institution, that a mere mention of some of them will suffice: assistance at holy mass, the focal point of Catholic worship; evening devotions; frequent reception of the sacraments, especially at the monthly gatherings that brought all the Catholic students to the general communion and the exercises that went with it; the annual retreat; the course of sermons and instructions by the Reverend Chaplain; the university courses in Christian Apologetics, philosophy, ethics; lectures in Church History; the establishment of Newman Club study groups; the religious atmosphere imparted to the pre-graduation exercises; the general tone of home life that has pervaded the College from the beginning. These were some of the means by which a very small group has become an important unit on the Campus, without impairing their general standing in that much greater unit known as the student body of the University of Alberta.

That the succeeding presidents and officers of the University looked upon the general organization and management of St. Joseph's College in the light herein outlined, is clearly evident from many of their letters still on file. Let me quote but one—a letter from President Wallace, dated March 11, 1935:

"I cannot conceive of a better way for the Catholic students to take part in the

St. Joseph's College as it is today

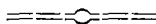


life of the University than through the medium of a college, such as St. Joseph's, where their religious life is made to blend with the intellectual so as to form a harmonious whole."

One of the numerous letters written by Archbishop O'Leary, either to the Rector of St. Joseph's College or to the superiors of the Christian Brothers, should serve as a fitting close to this short article. If it reflects his great, understanding soul, it also bears witness to the fact that the College had already (January, 1937) made some progress towards carrying out the programme traced out for it ten years before that date, when the great Archbishop took part in the dedication of St. Joseph's College with the Apostolic Delegate Archbishop Cassuelo:

"Since they have been in charge of St. Joseph's College, the Christian Brothers have created an atmosphere of mutual confidence and friendship between the University and the students. The many students who have come under their guidance have not only received a university training in the arts and sciences, but their Christian education has likewise been carefully fostered. Among other branches, their course in Christian Apologetics will be of great value to them at a time of confused thinking and error regarding the truths of Christianity.

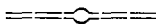
"I am deeply grateful to the Christian Brothers for their zeal in bringing to a successful issue the difficult task of establishing this college. May God bless them and their worthy efforts now and for many years to come."



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Fellowships of the value of \$2,500.00 will be open to British subjects, resident in Canada, who possess a Ph.D. degree in Science from a recognized University, and who are under 36 years of age. March 1 is the final date on which application may be made. Application forms may be obtained from the office of the Registrar, University of Alberta.



Don't miss notice re Alumni Association dues on page 4.

Di Bozsha, May The Lord Give You Health

By MORLEY A. R. YOUNG

Fifty-five years ago Eleniak, Panischak, and Pylypow, attracted by stories of wealth and freedom and enticed by low steamship and railway fares, formed the vanguard of a migration of thousands of people from Central Europe to our western provinces.

As is well known to us, people of the same nationality were permitted to settle together in what we have come to call block settlements. Such were entirely natural and their development, while not encouraged by authority, certainly was not discouraged.

North and East of Lamont lies one of the most fertile areas in Alberta. Here also we find one of the largest of the block settlements, and the people living in this district are known to us as Ukrainians. Pylypow took up his land seven miles north of Lamont, Eleniak about the same distance east, and Panischak remained in Manitoba. That was in 1893.

When these settlers began to arrive in Western Canada, and were asked concerning their nationality, they usually replied according to the province in Central Europe from which they came: Ruthenia, Galicia, or Bukowina. In Manitoba, I remember, we called them Galicians, or if our biblical knowledge was slightly in the ascendancy, Galatians. Upon arriving in Alberta we heard people speak about the Ruthenians. The various provincial names were used without much care either by the people themselves or by the Canadians with whom they came in contact.

Provincialism is not unknown among our own people. I well recall an old gentleman, an acquaintance of my youth, who would almost inevitably reply to the question, "Are you an Englishman?" with, "No, I be from Zummerzet." Rumor also has it that a well known Texan made the remark after Pearl Harbor, "If the United States declares war on Japan, Texas will certainly follow."

Toward the end of the World War I we began to hear more and more of the Ukraine and the Ukrainian people. These people were not favorable to the rise of Communism in Russia. They would have preferred to establish a Ukrainian state. The German army sent them help to oppose the Red influence and establish a Ukrainian Empire. It was really a puppet state so far as Germany was concerned and did not last very long. However there were hopes and dreams that there might be a Ukrainian nation. These developments in Europe had their repercussions in Canada. The people of the provinces forgot their provincial origin and became imbued with the nationalistic spirit to a greater or less degree, and called themselves Ukrainians.

Most of these immigrants were of peasant stock. Many of their social customs had about them a seriousness and charm which unfortunately is being lost as the

Morley A. R. Young, M.D., C.M., F.R.C.S.(C), F.A.C.S., is a graduate of the University of Alberta and of McGill. His home is in Lamont, Alberta, where he is a distinguished member of the Lamont Clinic. This article is closely based on a paper read by Dr. Young in 1943 before the Philosophical Society of the University of Alberta.

younger generation grows up. One of these was their salutation, used when they met one another on the road or in their homes, and used again when they parted. It was "Di Bozsha Vom Zdorovle," "God Give You Health."

Influenced no doubt by the ubiquitous "Hello", this salutation has been shortened to "Di Bozsha." This shortened form is still in common use. Among the younger Ukrainian people of today the old and dignified expression has lost its ancient content and is now the equivalent of an introduction to a telephone conversation. Be that as it may, even "Di Bozsha" has about it a something which "Hi Yu Butch," does not seem to possess.

Here in Alberta, our next door neighbors for almost half a century have saluted one another with "Di Bozsha Vom Zdorovle," "God Give You Health." Was this expression prophetic? Here begins our story.

When the Ukrainian people came to Alberta their knowledge of health matters was most primitive. Chilled blood was believed to be the basis of many an illness. Due to exposure to cold the blood was supposed to congeal in some area and form the basis for the illness. The treatment carried out in many cases was surrounded by superstition and the Baba, or Granny, was an authority on everything from measles to child bearing.

The most outstanding fact in this connection, however, was a definite and universally fatalistic attitude in their thinking when it came to problems of ill health. The doctor was usually not called until the patient was seriously ill. It was then a task to convince either the patient or his friends that hospital care was necessary, or that it might even be of some value. In attempting to reason matters out with the members of the family failure was often encountered. They believed that such a procedure would be useless, because, "Shcho buda, buda" . . . "What will be, will be." Another argument of equal finality was "Bozsha Volyah", "God wills it." If this is one's philosophy of life, certainly the puny efforts of men are of no avail in attempting to alter the progress of events. This was the thinking of the Ukrainians who first settled in our midst.

At the present time we find among the Ukrainians in our area, and I shouldn't doubt, elsewhere as well, an attitude towards health and things pertaining thereto, which signifies such a complete change in thinking and outlook on life, as to constitute something which appears to me little short of the miraculous.

There is a close association between the homes of a people and their attitude toward matters of health. Forty years ago all the homes consisted of one storey buildings with thatched roofs, usually of one room, never more than two. At the present time we find many stone, brick or stucco houses. There are, of course, many that do not fall in this category, but it is not unusual to see in one farm yard three steps in the progress of housing: the old thatched roof and whitewashed one-roomed house; some distance away an old frame house; and on still another site a stucco house in which the family is now living.

Some years ago the old folks wanted to die at home; nothing could be done for them so why not? In 1942 we had 51 deaths in our hospital; 26 of this number were people 65 years of age and over, and of these 26, 16 were Ukrainian. This fact in itself is significant; their thinking has changed. They must now believe that hospital and medical care offers at least a chance that life may be prolonged

and their comfort increased; otherwise why would we find so many of these older patients coming to the hospital?

This health consciousness, shall we call it, which has developed, has to do very much more with how to keep well, and how to get well, than it has to do with where to die.

In the years of the depression from 1930 and onwards, "the indigent" became a problem. No member of the legal fraternity was brave enough to tell us exactly what an "indigent" was. The general idea seemed to be that he was one who could not pay his way. He often needed hospital and medical care, and he was a constant source of worry to hospital managers because of his unpaid accounts.

The municipal councils were held responsible for the accounts created in connection with the treatment of these indigents. The bone of contention was always whether or not the person in question *was* an indigent and unable to assume his responsibilities. To get around endless discussion and much dissatisfaction regarding these accounts, hospital contracts came into existence containing provisions which would take care of the account incurred as the result of caring for indigent people. Once it was known that these contracts were in existence they were adopted at once by the municipalities around us, Leslie in 1933, Wostok in 1934. Two thirds of the councillors in Leslie were Ukrainian, and the whole council in Wostok. The acceptance of hospital contracts was the first step in the adoption of that which at the present time is a comparatively complete health service.

The hospital contracts entered into proved mutually satisfactory to both the hospital and the municipal districts. It is probably only natural that before long the same districts were wondering about the possibility of some such contract arrangement with the medical men whereby they could receive the necessary medical attention without having to think too constantly of the dollars-and-cents end of the problem.

In the late summer of 1933 the Council of the M.D. of Wostok approached us asking for some form of medical contract. They had consulted their local doctor who was then practising in the village of Andrew, and later he and representatives of our clinic met the council. They wished to obtain for their people medical, surgical, and obstetrical care, together with the necessary public health services. They proposed that the necessary money be part of the municipal budget and be raised by taxation. The residents of the district were to be provided with "free" medical care.

We were somewhat at a loss to know how to proceed as there was little information obtainable, and so far as we knew, no precedent had been established anywhere in Canada. Thus fourteen years ago a request was made for a reasonably complete medical service to cover 4,500 people and to provide the services of five different physicians.

From various sources we gathered such help as we could, and in June of 1934 a contract was drawn up and duly signed, giving to this municipal district a preventive and curative medical service and also giving a resident the choice of any or all of five different doctors with no specification that he should make use of the same one when next he called. At this date, over thirteen years later, the

contract with some modifications is still in force to the mutual satisfaction of all concerned.

Time marches on, "Shcho buda, buda", "What will be, will be," with some guidance and expended effort no doubt.

As you all know, the Department of Public Health has established a number of health units in this province. The operating personnel usually consists of a medical man trained in public health work, one or more nurses also interested in preventive medicine, a laboratory technician and a sanitary inspector. They are interested, of course, primarily, in the prevention of disease. Two such units were in operation when the Lamont Health Unit came into being in August of 1938. There are now several such units in Alberta. The Lamont Health Unit gives service to 13,400 people, 95 per cent of them being of Central European ancestry. These units are established on a voluntary basis, and half of the necessary budget is raised by taxation; the Department of Public Health assumes the responsibility of the balance. The Lamont Health Unit covers approximately three municipalities, some 850 square miles, and its establishment brought the consideration of health and matters of medical services very much to the forefront in the thinking of these people.

The residents and the council of the Municipal District of Wostok were very satisfied with their medical contract and we received late in 1938 a request that a more comprehensive contract be prepared into which four municipal districts would enter, and this contract was to be drawn up in such a way that all the medical men who ordinarily gave service to any portion of these districts would be included. If such a scheme were entered into, it would give medical service to over 18,000 people, and would involve 14 different doctors.

For various reasons the plan never materialized in its entirety, but the Municipal District of Eagle and the village of Andrew entered into a contract for medical services in accordance with the more comprehensive scheme, and some fourteen different medical men were involved. The monies paid by the residents were placed in a central fund, and the doctors were paid on a pro rata basis for services rendered. A referee board was set up consisting of three medical men, and one layman who acted as secretary-treasurer. All accounts presented were assessed and they were paid as stated above, according to the work done and the status of the fund.

Services under this contract began in May 1939. Eighteen months later the Municipal District of Eagle terminated the agreement because of some difficulty in the collection of taxes. The village of Andrew is still carrying on under the terms of the 1939 contract, and this medical service has now been in force for over eight years.

Under the guidance of the Lamont Health Unit an essay contest is carried on each month among the children in the various schools. These essays have to do with matters of health, such as diet, exercise, sleep, posture, infections, vitamins, etc. Many of these essays are excellent, some illustrated with original drawings by the pupils, all the result of much effort on the part of the child. Over 2,000 essays were handed in last year; these were checked over by the health unit staff and 100 of the best passed on to three judges. For the best essay from each grade a

small prize was given. There is no doubt that this essay campaign is one of the most important pieces of health education carried on by the health unit. It will bear good fruit in the years to come.

Through the press and the radio you have heard of the Lamont Health Unit Nutrition Camp at Elk Island Park. This camp was very successful. Thirty boys whose only disability was that they were under weight, were placed under canvas, fed ordinary wholesome food, prepared and controlled as to calorific requirements under supervision of a dietitian. At the end of six weeks there were approximately 140 pounds more boy. Of the 30 boys in camp 24 were from the Lamont Health Unit and were Ukrainians.

One more advance and a final one in this district is the establishment of a so-called 'T.B. free' area. This refers to cattle of course. All stock must be tested, and those who react unfavorably must be got rid of. No new stock may be imported without permission, no questionable stock may be transported through the area; in other words, everything is done to make sure that the milch cows are healthy and that other stock will not be contaminated. This agreement was also entered into voluntarily after it was presented. It represents a good deal of trouble for some of the farmers and considerable loss in the herds. This is compensated for partially by the government but the herd may be gone. The reaction of the people to this situation is that of a well informed community who wish to have what is best for themselves and their families.

So far we have been concerned with a statement of facts. To us it is evidence that fifty-five years ago a people came to Canada relatively ignorant of health matters. They were superstitious and fatalistic in their thinking, and today we find them with a modern health service and the type of constructive thinking which must go with it.

This change is due in part, I believe, to the work and the teachings of the first missionaries, school teachers and health workers who went among these people. It is due, to a greater extent to the practical demonstration among them of the value of medical care. It is also due to the fact that the young people have been urged by their leaders, their teachers, and their press to acquire education and to make every effort to fit themselves for an active participation in our national life. They have been urged to accept modern trends and thus it is perhaps natural that they should be well to the fore in the matter of health service.

We can now look forward to the ready acceptance by these people of complete health services as envisioned under health insurance. If a practical demonstration of this is needed we have one here. We can also realize that people whose forefathers were not of our stock will and do readily accept change of a progressive nature. What a great comfort it is to know that *the thinking and actions of a people can be changed for GOOD*. We are depressed with the havoc that Fascism and Naziism have wrought in Italy and Germany and wherever the blights have spread. We are appalled at the speed with which influences for evil can take hold of a nation but we must not forget *that influences for good can do likewise*. The complete change of attitude toward health shown by these people is a case in point. We have then good reason to take heart every time we hear that dignified old salutation, "Di Bozsha Vom Zdorovle."

Some Impressions of Oxford

By JOHN A. DOUGAN

I once knew a chap in the services who claimed, only partially in jest, that even when he was attired in the most unpretentious bathing costume, the most casual onlooker could tell at a glance that he was an officer. Similarly, one could be tempted to remark that an Oxford undergraduate, even when not wearing the baggy brown, maroon, or even green corduroys, the outward mark of his station, could claim a like recognition of status through his air of effortless superiority in all circumstances. The air, of course, depends upon, and is irrevocably coupled with that wondrous thing, the cultivated 'Oxford Accent'! Apparently, it is supposed to signify a way of life and a mode of thought which ought to be regarded as unique in the academic world, the very pinnacle of intellectual achievement. The Oxford man, once he becomes established, feels that he belongs to a rather select, though peculiar breed. This feeling tends to set him off in a distinct class, an attitude which finds outward expression in a number of different ways. It may take the form of a nervous, at times augmented, stutter, undoubtedly to allow him time not only to collect his thoughts, but also to give a deeper, more delicate, more well-bred significance to his word. It may take the form of a grave concentration of purpose, when, despite his seemingly aimless wanderings, one should feel that there is an individual, so bound up in his thoughts, so engrossed in his work, so aware of the problems of our troubled, though alien, little world, that he should be excused his lack of interest in such trivial everyday things as eating, sleeping, getting married, or greeting one as he passes by.

However, lest I give a too one-sided impression, I must hasten to state that the aforementioned types do not embrace all, or even a large part, of the Oxford student body. Their numbers are large enough, however, that with the impact of Oxford fresh upon you, one is apt to feel that he cannot be of the right temperament in order to compete on the same plane with such genuises. Time, however, eventually gives one a sense of the proper perspective. One finds that the average Oxford undergraduate is not the intellectual snob of one's initial impression, but rather a somewhat contemplative, reserved, even shy individual, a bit overwhelmed, as you yourself are apt to be, by what has lovingly been termed the Oxford way of life. He is, I believe, a quieter, more studious, more academic individual than one would find in the average Canadian university. He is drawn, to a large extent, from the good solid British middle class; he has reached Oxford through a process of severe academic competition; he has led, in many cases, a rather sheltered life, a life which has not prepared him to deal with such unforeseen eventualities as entertaining a young member of the opposite sex or considering the relative merits of five aces as compared to a royal flush. Despite these rather minor handicaps, however,

Mr John A. Dougan, affectionately known as "Johnnie," is one of the Honours History "triumvirate" of Brown, Park and Dougan. A Rhodes Scholar for 1946, he is now at Oxford. "Impressions of Oxford" was written while "Johnnie" was visiting his wife's family in Holland, and, no doubt, recuperating after his first exposure to Oxford.

he is possessed of a deep inquiring mind, which at all times is prepared to sift out and then to absorb any new thought or idea that may come his way. The problems of his little island are his problems; he is a devoted reader of the *London Times*, of the *Economist*, of the *New Statesman and Nation*, of any paper or periodical, in fact, which may point the way or offer an idea to be considered. He follows the Parliamentary debates with the greatest of interest; he studies, and studies again, the various White Papers published by the government. He realizes that his country is in the throes of a crisis such as it had never to face before; whether he succeeds or not depends to a large extent on whether it succeeds or not. He is optimistic in that he refuses to believe that the difficulties are insurmountable; he is humorous in that he can still laugh when he gets fish five times a week, or when his hot-water bottle (precious article) freezes solid at the foot of his bed. On the whole, therefore, he proves to be a most interesting, though peculiar fellow.

The extent to which this is due to the institution of which he has become a member, rather than to something deep within himself, is a matter of conjecture. Personally, I feel that one cannot stress to too great an extent the influence of Oxford upon the individual. Once caught in the current of student life, he finds himself conforming to a pattern which has been shaped during a period measured not in terms of tens, or even scores of years, but in centuries. The books which he has been given to read, especially in the field of history, are, to a large extent, books which have been written by his predecessors not only of the university, but even of his own particular college. The student realizes that he has been privileged to attend one of the two most ancient seats of higher learning in Great Britain; a university dignified by its connections with the past; the traditional home of inspired ideas and of academic research; unruffled in its progress through the centuries; possessed of a deep religious atmosphere and glorying not only in the achievements of past scholars, but also in its fireplaces that refuse to function and in its ancient cold grey stone walls that are perpetually damp. Such a university demands a high intellectual standard indeed, and such a standard the student, as an individual, must strain to maintain. Each generation is expected to add something to Oxford, and the burden falls as much upon the shoulders of the student as upon those of the staff.

The war, of course, has brought Oxford its problems, peculiar to itself. A veritable horde of married ex-service undergraduates has descended upon its halls and lecture-rooms. Accommodation has become so limited that the sacred principle of 'Licensed Digs' has had to be temporarily done away with. Students, literally forced to live in cellars and in garrets, find that their living conditions bring forth problems which are apt to clash with the academic complacency that Oxford is striving to maintain. In many cases a leisurely tea in the 'quad', or a lively discussion in the J.C.R. has been forced to give way to such things as tending the baby or flat hunting with the wife. Even the duties of the proctors have been affected, for how are they to tell if the young lady accompanying an undergraduate is his wife or merely a chance acquaintance!

To a large extent, Oxford has tried to adjust itself by adopting the line of least resistance. Many of the rules and regulations governing residence, meals,

hours and such, in force before the war, have been temporarily, perhaps indefinitely, suspended. The new conditions, however, have been accepted in a negative rather than in a positive way. It is true that the university has opened its doors to a flood of students much above its previous intake; it is true that it has attempted to solve the consequent accommodation problems by doubling-up students in residence, but to date, the university, as far as I know, has made no effort to aid the physical well-being of the vast number who have been obliged to live in unlicensed "digs." There is no university cafeteria or tuck shop; there is no committee, to my knowledge, concerned with the procuring of outside accommodation for students. This last is made all the more bitter because of the fact that the university does own a large number of houses which could be turned into flats. Perhaps the materials cannot be gathered for such an enterprise, or perhaps Oxford feels that the present grave accommodation problem is merely a passing ripple on its otherwise serene waters.

One is apt, especially if he has been divorced from the academic world for a number of years, to find Oxford a bit boring at first. Soon, however, he becomes aware of a deep and varied undercurrent of activity that is continually exerting its pressure against him. He is showered with invitations to join a vast number of clubs, social, political and humanitarian. Those in the last category are concerned with the humane treatment of animals, not only those which are dumb, I am forced to reflect, but probably also those which are not graduates of Oxford. The conventional afternoon tea becomes not only a means of adding to a rather meagre lunch, but also a medium whereby a lively discussion can be initiated with little effort. To those who come from the United States, the Empire and Commonwealth beyond the seas, Rhodes House, with its friendly Warden and his charming wife, provides a home away from home. Some of my most enjoyable evenings in Oxford have been spent within its walls. In the field of entertainment, Oxford is particularly fortunate. Many of the new plays, before opening in London, have a trial run in Oxford. The student also has the opportunity to attend operas, ballets and pantomines.

For those of a more rugged nature, Oxford provides unlimited facilities for sport. Every college has its own sports field, a beautiful, well-kept gem of fresh green, complete with tennis courts and the invariable cricket pitch. For those who are attracted to the water, whether to swim, fish, meditate, punt or row, Oxford provides the Isis, the Cherwell and a host of canals. Life can indeed be pleasant in such surroundings. Michaelmas, Hilary and Trinity terms blend into one another with alarming speed. The student is apt to feel, that as it is much too cold to work in the winter, it is much too pleasant to work in the spring and summer.

Lulled into a sense of happy oblivion by the pleasantness of his surroundings, given playing fields, lazy waters, cool spring days, he may be tempted to drift with the tide. This relaxed state of mind may be further enhanced by what he may feel as being the leisurely flow of academic life with six weeks holidays both at Christmas and at Easter, sixteen in the summer and no examinations until he writes his final Schools. Knowledge, he is apt to conclude, must come slowly, if it comes at all. No frantic period of cramming, such as upset our equilibrium at home,

should be allowed to interfere with the tranquility of life. To all intents baffled by the 'University of Oxford Examinations Statutes', which I confess to not having mastered as yet and probably never will, the student is apt to feel that the apparent state of what may be termed organized confusion allows him ample leeway to set his own pace. This state of mind however, is effectively counteracted in most cases by two devices. The first is known as the Tutorial System; the second is a somewhat devilish expedient known as 'hand shakes'. The former embraces to an equal extent, the entire university, the latter varies in intensity according to the individual colleges.

The Tutorial System, as I am told, is what gives Oxford its own peculiar flavour. It is the very basis of the university, and thus of its system of learning. The tutors, of whom there are a vast number, must be individuals of great talents. Ideally, each one is a brilliant intellect, a father-confessor, an inspirer, a critic, a gifted entertainer, a member of the staff and yet 'one of the boys'! And indeed, such he is. A further requirement, so I am told, is that he should also act as a sort of matrimonial agency, whose duty it is to bring into contact suitable male undergraduates, who have reached 'that age', and various unattached females in Oxford Society. His primary function, however, apart from doing research on his own, is to guide the youthful aspirant along the right intellectual path. This consists in setting forth the topic for an essay, usually one a week, whose subject matter is invariably of a very controversial nature. A vast number of books are then given as references. The student is expected to show no alarm at the apparent hopelessness of his task. He is forced to think his way out. To read one book is to acquire only one point of view, but to read six books invariably adds to his confusion, as all appear to differ in their basic concepts. What is the harried student to do? If it is in the winter, he may decide to burn all the books, in order to keep warm, and then, strengthened and flushed by the heat, decide to give his own inspired interpretation, unsoiled by any previous reading on the subject. If it is the spring or summer, a casual glance through all the books whilst punting on the river or whilst leisurely watching a game of cricket, may lead him to conclude that really there is no difference of opinion, and that all he has to do is to write two or three thousand words of quotations, suitable qualifying phrases, and a bit of flowery drivel. He soon finds, however, that to read aloud and not merely to hand in an essay to his tutor is a formidable event. It is amazing how flat a bit of lofty witticism may sound, or how "cracked" a sweeping assertion may appear, when the masterpiece is laid bare through the medium of your own uninspired and doubting voice. The student's one consolation, however, is that he is positive that the ordeal is harder on the tutor than on himself.

However, since tutorials are really events, and since the tutor is, after all, an understanding person, the student may once again feel that he can safely allow himself to drift a bit. This is where the second device which I have previously mentioned comes into play. The system of 'hand-shakes' as I stated before, varies in different colleges. Thus I shall only try to describe that form which is peculiar to my own college. Lest you be misled at the outset I beg to inform you that the process, unfortunately, may be exactly the opposite of what its name implies. At

the end of each term, that is, three times a year, the student must appear before the Master. The interview is not strictly private, as the Master is surrounded by a great number of dons. Furthermore, if "hand-shakes" are held in hall, the privacy is further upset by the presence of a great host of undergraduates awaiting their turn. Eventually however, without the aid of the customary sergeant major, you find yourself in a sitting posture directly before the Master. Your tutor, or tutors, then proceed to inform him, plus the assembled dons, plus the students who are within hearing range, of your work, or lack of work, your potentialities or lack of potentialities, etc. The Master absorbs all this, makes little notations in the book before him, and then proceeds to address you. You hang upon his every word; you are humble; you stagger from the room; you descend upon the Buttery; you contemplate filing on a homestead in the Peace River; eventually, you grope your way into Blackwell, and much to the surprise of the club, actually buy some books.

By this time of course, you begin to realize why Oxford undergraduates develop a stutter, or wander aimlessly about the streets, or cultivate an accent, or hide themselves behind that air of effortless superiority. Personally, I seized upon another expedient. I dug out my old fishing pants, scraped the mud off, and now wear a pair of yellow corduroys.



YOUTH AND AGE

Days of my youth! The days of my delight!
Then every hour was like a garment worn;
Donned with my sense in the fair light of morn,
Worn gladly forth, discarded with the night.

How shall we wear this fabric of the years,
Woven of words whose substance long departs?
Weary of washing, still the stain appears;
Still Munich lies unlightly on our hearts.

What motley take, or mourning should we wear
While the unsetting sun goes wanly down?
Better to pass in flaming beach and town
Than this sad, slow erosion of despair.

Come then, my love, to sleep with less regret
That we must put these day-worn clothes away;
And if we wake, your eyes must not be wet
For the bright raiment of another day.

R. J. LANG.

Why History?

BY S. R. MEALING

History, according to V. H. Galbraith, is the past insofar as we can know it. His definition is better than that of another and better known historian, Professor J. R. Seely, who defined it as "past politics", and summed up its usefulness and its scope in the jingle:

"History without politics has no root,
Politics without history has no fruit."

But Professor Seely is long gone, and his definition, if it was ever accepted, has been sent after him. Men have done other things than speak in Parliament and plot in cellars since time began, and historians have been diligent to find them out. There are social, economic, and military histories; there are histories of science, of art, and of music—no matter what men do now, they began to do it some little while ago, and thereby hangs a tale. This tale, when added to that of the things men used to do but have since left off doing, is history. If there is anything now quite new, it will by tomorrow have entered into history.

This reflection must be a source of great comfort to writers of history, although readers may sometimes be discouraged by it. Historians permit themselves to think that somewhere in so comprehensive a subject there must be something of value. They feel as the prospector did about the mountains—"Thar's gold in them thar hills," but he didn't know just where. Professional historians have many things to say about their subject; some simply reiterate their faith, some point out the misfortunes that befell Mr. Chamberlain, and point the moral that he ought to have carried a history book instead of an umbrella. Trevelyan says, among other things, that a knowledge of history greatly enhances the delights of a walking tour in the United Kingdom. All of them seem too sure that the gold is there to need to look for it. Although it is invisible, its presence adds to the beauty of the blue hills for those who believe in it, and that is enough. Such little nuggets as actually turn up are of value less for themselves than for the promise of much more that the hills contain.

It is the mistiness, both of history and of the confidence felt in it by historians, which distinguishes history from such subjects as political science and political economy. It is not concerned with technical development as such, or with the stern analysis of political institutions or of economic phenomena. There are people so concerned, and the historiographer cannot be indifferent to their findings or their methods; but he himself has a more subtle task to do. First, he must appreciate the whole of the period in which he is interested—he must catch what Hegel called its Idea or Spirit. He must have some accurate idea of the balance of religion and science in their effect upon thought, some accurate idea of political, inter-

This article, "Why History?" is a condensed version of a paper which Mr S R Mealing gave last March before the History Club of the University. The editor regrets that space does not permit the publication of the entire article. Mr Mealing is an undergraduate with a fresh and challenging viewpoint.

national, economic and social conditions, and of important personalities. Secondly, he must cut his data lengthwise as well as across, and see the working of cause and effect in time. The performance of this latter necessarily leads to specialization if it is to be thorough, and the dividing line between political history and political science, or between economic history and economics, becomes a dotted line at best.

This haziness of history's borders makes it a good introductory subject to others. The student who doesn't know his own mind may find in history a subject which, not knowing its own limits, allows him to wool-gather without undue embarrassment until he feels himself able to make a choice. When he has done so, he will find that he has not been wasting his time. If he is going to be a minister, he already knows something of his own and other churches and their relationship to one another; if he has chosen the law, he has already encountered Justinian and Coke; if he has decided upon political economy, he has at least heard of Adam Smith and of the putting-out system. No matter what his choice, his understanding of a number of words like "feudal" cannot fail to have been enriched, so that he will avoid such mistakes as condemning a medieval attitude when he means a Victorian one. Other things, not words, with which he must live but of which he is unlikely to have much personal experience, are most readily understood in the light of their past. The British parliament cannot be understood except as an historical fact, or rather an historical process. It is possible to realize, simply by being told, that the prime minister is the head of that party having a majority in the House of Commons, or that the House of Lords is an ancient and august assembly unattended by most of its members. Yet to be told this, and to remember it, is not to understand what the House of Lords does, or why the prime minister must resign if his party should refuse to support him in doubling the income tax or in abolishing the use of coal, except in factories, throughout the islands. British political history is the record, not only of what Parliament used to be like, but also of the forces which changed it; consequently one may, if he falters not too soon, come to the present situation and discover that it is all a quite reasonable and even workable arrangement. Similarly the problems which have arisen with the rise of big business are at their simplest at their source, and the only intelligent approach to India is the historical one.

The student who takes his history from only one book, or from only one lecturer, is not apt to arrive at the understanding of very much. The aim of every historian is to present, and base his conclusions on, properly representative information, for complete information is an unattainable ideal. The information does not remain properly representative if it is too much colored by the historian, so that impartiality is, or ought to be, the keynote of an historiographer's method; yet to ask this is to ask a great deal, for the grey-haired scholar has the same irrational soul as the school-boy. He may not, like the old maid in the story, condemn France once and for all because the mail-boxes are not painted red; the spirit of this error may, however, be the spirit of his own soul. The student must accordingly counteract one writer's prejudices by exposing himself also to those of others. If he is honest enough and critical enough he may acquire some measure of impartiality himself.

There is one particularly unfortunate type of bias. It is not generally present

in professional historians, but appears in the books of those gentlemen who, convinced that history is of some value, are equally convinced that its value lies in giving support to some theory of their own. The Marxists think history proves that society has always been a dichotomy. More recently, Mr. H. G. Wells has written a history of the world which contains a large number of things properly belonging to Mr. Wells, but not to history. History, says Mr. Wells, has been the struggle between the disciplined peoples who are civilized and the free people who are not; the combination of discipline with personal freedom will some day result in the best of all possible worlds. These "interpretations" of history have one great attraction to most people: they simplify it very much indeed. If one is interested only in proving that all kings are a bad lot, it is necessary only to know that John died of a surfeit of peaches and new cider, that Charles II never gave up the society of Nell Gwyns and Barbara Palmerstons for that of his wife, and that even Alfred could not cook. The writers who do this sort of thing are not interpreting anything; they are simply shopping about in the shelves of history for something that they like.

Now this is in itself a very bad thing, because anyone who does it acquires the habit of ignoring uncomfortable evidence and even of doing violence to intractable evidence. Further, the missionaries, their eyes being fixed so firmly on their mission, cannot see what the aimless but interested reader can hardly miss, that the fascination of history lies, not in whatever it may prove, but in its detail. The interpreter of history may indeed feel pleasure that his thesis has explained all; that sweeter, if slighter, pleasure of extracting one subject from nearly every book, of meeting it in nearly every landscape, and of adding, from one's own knowledge, to the charm of everything even a little old, is reserved for those who do not regard history as an implement.

It is the student of history's greatest satisfaction that he can find his subject in so many places. Evelyn Waugh, Jane Austen, and Alexander Pope are source materials—scarcely a book exists which is not. If the student's eyes tire a little, he can look out of the window and see many things which would give him less pleasure if he knew less history. This is not so true of Canada as a couple of centuries will, I suppose, make it; yet it does apply to her. The Bonsecours market in Montreal is a lot of cobblestones and jabbering French-Canadian farmers to anyone entering it only to buy maple sugar. The Chateau Ramsay is an attractive but not a really striking building; its greatest charm lies in having stood since 1705, and in having been the headquarters of French governors, American invaders, and, briefly, a British army of occupation. Inside is now a little museum, all full of old uniforms, old swords, old coins, old hats and portraits of dead people. Passing through the museum there are generally a number of people, not yet dead, but by no means alive to what is about them. They must feel as I do when wandering about in a zoo. Now I don't know just what scenes the old uniforms have graced, or across just what counters the old coins have rung, but I do know enough of old scenes and old counters to guess. My guesses are better than any fairy stories, for I can enjoy them without the guilty feeling that they cannot possibly be true.

These dreams are pleasant ones; historians are hopeful that they are also im-

portant. R. C. K. Ensor quotes Burke to this effect: "People will not look forward to posterity, who never look backward to their ancestors." Ensor goes on to insist that a chain of human obligations binds us to our past as to our future; we owe gratitude to our ancestors and duty to our descendants. The present seems, in fact, by far the worst time we could have chosen to be in. I am less impressed by the toils which Professor Ensor would cast about us than by a less depressing chain of which history teaches us, the chain of continuing time. Zeno's paradox of Achilles unable to catch the tortoise arose from the assumption of a discrete series where there was not one; the assumption that time is in two discrete units, past and present, is just as false. No one can really draw a line between past and present, nor is the present simply the product of the past. Both are part of a process, and that process is human activity. If we regard time so and refrain from chopping it to bits, we no longer appear in the light of debtors to our fathers. We are rather their successors in the business of making cities and wars, discoveries and mistakes. It is as if a man's father had died and left him, not lands or money, but a job with some firm which was likely to last. What our great, great, ever-so-great, grandparents did was done for reasons chiefly concerning themselves, and only sometimes concerning us; what we have from them cannot be paid for, although it ought to be appreciated. The proper attitude toward them is one of affection tempered by a realization of their faults, and strengthened by a realization of our own. This attitude ought to extend forward in time as well, to include those who will sooner or later be calling us "our ancestors". Professor Ensor's sense of obligation, now changed to the more agreeable one of fellowship, remains based on the study of history. Sympathy with the people who lived before—well before—1947 A.D. is impossible without some knowledge of them. It is insecurely based unless that knowledge is complete, or at least representative of the truth.

This feeling is not for anyone who looks to history only for evidence to support something about which his mind is already made up. Still less is it for anyone who seeks immediate tangible advantages from the reading of history. Like those other subjects grouped with it under the name of "humanities", history is worthwhile only if its aim is the truth, the truth being accepted as it comes, and neither interpreted beyond recognition nor bound out to work before its proper value is appreciated. Science claims, and it is believed, that when not enslaved to immediate practical ends it can be of greatest practical benefit to society. History's claim that in the schools it ought not to be continually set upon present problems as if they alone were of importance is as just, and ought to be raised as loudly. I seem to remember that a young Greek adventurer (he who planted the dragon's teeth) once followed a cow. When he had at last given up the idea of overtaking and capturing it, it led him to an oracle. The student of history must likewise not think to seize it, grasp whatever it may have of value, and casting aside the rest, set out to conquer the world with that; he ought rather to follow its wanderings meekly because they are not without meaning.



What Have You Done That's Canadian?

Have you and the soil of our prairies
delivered a car-load of wheat
that proudly, in Greece or in China,
its Canada badges will wear?

Have you and pre-Cambrian minerals
forged a tool of worth and precision,
the joy of whose working and building
will sing to men of all races
the story of Canada's ventures?

Have you and Canadian climate
and sub-soil and timber and rocks
created a home or a factory
where beauty and function
and strength and surroundings
sing one harmonious anthem?

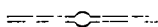
Have you and our birds and our waterfalls
composed an adventure in music,
so local and yet so eternal,
that the world will throb to its grandeur
and drink of Canadian freedom?

Have you and the stuff of your labor
and the language of neighborly sharing
made a poem, a play or a story
of Canada's life and its drama?

Are you and our various accents
and dialects, folkways and customs
so deeply in love that th'Eternal
shall speak in Canadian accent
a word that is ours and yet His,—
a word that is man in the finite
uttering Infinite Truth?

What have you done that's Canadian?

—Elliott Birdsell, '31, '34.



BANFF SCHOOL OF FINE ARTS

The Department of Extension of the University of Alberta announces that the dates of the Banff School of Fine Arts for 1948 are July 13th to August 21st.



CONVOCATION

Report of the President to Convocation

October 18, 1947

Eminent Chancellor:

As foreshadowed in my annual report last spring, we have entered upon the session of 1947-48 with the largest registration in the history of the University of Alberta. There are now 4,715 full-session students in attendance (including 177 at Calgary) as compared with 4,315 last year. Add to this 1,267 summer session students at Edmonton, 49 at Calgary, and 639 at Banff, also miscellaneous small groups, and we get a grand total of 6,700 students for the year beginning July 1, 1947, as compared with 6,367 for the previous year and 2,327 in 1939-40.

This university, in common with some others in this country, has this year not far from three times as many students as before the war. The post-war rush of student veterans is now subsiding, and we may perhaps settle down to a total registration about twice the pre-war size, before we resume normal and more gradual growth.

Doubling the student numbers requires of course the doubling of building accommodation and staff numbers. I am glad to acknowledge the generous support of our Provincial Government and Legislature in providing the wherewithal. The new West Wing of the Medical Building is now being occupied by the departments of Chemistry, Biochemistry, and Chemical Engineering. The East Wing is closed in, and a year hence should bring relief to other crowded departments. The Library building, sorely needed by every department in the University, has been started, and should be available for use by the fall of 1949. Other projects we hope may follow in due course. Meanwhile all buildings, both on the academic campus and the hospital campus, are being made more accessible by a paving programme, which also mitigates the dust nuisance that had been a hazard both to health and to the accuracy of laboratory experiments.

I should call your attention to the rebuilt and enlarged University Memorial Organ, which in its new form is being used for the first time this afternoon. This truly inspired gift of alumni and friends in 1923-24 has benefitted every class passing through the University since, and at the same time it has reminded us constantly of the debt we owe to those who gave their lives to protect our freedom. After 23 years of service, the organ required to be taken apart for cleaning, and we took the opportunity to add certain features which experience had shown were

needed to make it a really great instrument, fully worthy of the high purpose to which it is dedicated.

This fall convocation differs from most of those held at various times other than in May during the past several years. Those were in the main to confer degrees on graduates of accelerated courses in Medicine and Dentistry. This one inaugurates what we expect to be a series of regular fall convocations with two main purposes: (1) to take care of the increasing number of graduates, especially in Education, who complete their work at the summer session; (2) to give some recognition to the winners of undergraduate awards, very few of whom ever have opportunity to attend the spring convocation. We cannot fulfil these purposes completely. Summer session graduates are already scattered far and wide, most of them teaching in Alberta schools. We set this convocation for a Saturday, in the hope that some at least of them might be able to get in. With regard to the undergraduate awards, they are too numerous to make it practicable to call all winners to the platform, and we must therefore recognize some of them in a group.

My report on the work of the year we are entering will of course be deferred to the spring convocation, and I shall take this opportunity to make some observations on education in the atomic era.

Education in the Atomic Era

The harnessing of atomic energy, whether for baneful or beneficent purposes, has so radically changed the political, social, and economic prospects of the world as to mark the beginning of a new era. It will take some time fully to adjust our thinking and acting to the new situation. Educators should give leadership in the reorientation of thought, and should take cognizance of changed needs in the development of educational programmes.

Let us look at three of the most obvious problems to be met.

First, we must recognize that the only really effective defence against the atomic bomb is peace. Every generation may fairly be expected to make some unique contribution to civilization. It is clear that our contribution must be the spirit and technique of peace, if indeed our present civilization is not to perish.

The atomic bomb merely crystallized or pointed up a situation that already demanded peace. The industrial age (of which the atomic era is the culminating phase) requires world order in which to function. Not only has its technology, when directed to warlike ends, played havoc on a scale previously undreamed of, but if we are to profit, rather than suffer, by its characteristic local specialization and production for world markets, we must have the conditions which promote world trade. It was in late eighteenth century Great Britain, the largest free trade area in the world of that day, that the industrial revolution began. The United States eventually surpassed Great Britain in industrial development because it had within its own borders a larger, completely free trade area, rich in varied resources. Canada has the area and the resources, but not the population to sustain anything like its present scale of production without access to world markets. In 1867-68, the first year of Canada's nationhood, her combined exports and imports amounted to \$120,000,000, or \$34 for every person in the country. In 1946, the corresponding

figures were \$4,240,000,000 for trade and \$354 per capita. Only the United States and the United Kingdom exceed Canada in trading volume. With one-half of one per cent of the world's population, Canada accounts for seven per cent of world trade.

Toynbee points out that when the old isolation of the Greek city-states gave place to interdependence on the economic plane, it thenceforth became impossible that they should remain, without disaster, in their pristine state of isolation on the plane of politics. We know the rest of their history and have no reason to doubt the same fate will befall us if we do not solve the problem of world political relations. Canada has a greater stake than any other country in finding the road to peace.

Our second great problem is the economic cycle. So long as world population was mainly rural, it was possible to meet depressions without such widespread suffering, even starvation. With the rise of industrialism there appeared the ogre of mass unemployment and the demoralizing dole. Urbanization, the concomitant of industrialism, has made depressions more dangerous, more costly, more difficult to rise from. A highly industrialized society for its own protection should see that economic hills and hollows are at least partially levelled. In practice it has done just the opposite.

Formerly when a depression came we tightened our belts and reduced consumption to the point where prices and employment started upward again. Now various factors conspire to increase the amplitude of our economic ups and downs. For example, organized labour naturally uses its power to force wages up with prices, thus helping to produce the familiar inflation spiral. Instead of moderating natural cyclical movements, we have in fact pushed them to the unnatural heights and depths of "boom and bust." Greater social self-control and more public-spirited co-operation are needed here.

Our third major problem has to do with labour relations. Certainly labour is entitled to a living wage and proper working conditions. But less than five per cent of the world's population is engaged in factory and industrial labour, and in some countries this fraction has established a dictatorship over the whole. In many countries labour has acted apparently without full consideration of the effects of its actions on the welfare of other groups, the prosperity of which is essential to the welfare of labour itself. For example, we have now in this country a few thousand packing-house workers imperilling the livelihood of three-quarters of a million farm families, the success of whose business is vital to the maintenance of the packing industry. When on top of this they have cut off supplies to their hungry brethren in Britain, and in six provinces are flouting the law, we must recognize a very unhealthy condition, bordering indeed on anarchy. We have no reason to doubt that labour is sound at heart, but we must suspect that in some instances it has been badly led.

Not long ago I heard a member of the United Kingdom Coal Board say that mechanization of British mines had been proceeding steadily for twenty years, and that, contrary to theory and expectation, the output per man had gone steadily

downwards. He added, "There is no substitute for an honest day's work." We must add, there is no way to maintain prosperity and a high standard of living except by maintaining production. We need a new spirit of co-operation between management and labour, based not only on a recognition of the stark fact that "they must hang together or they will hang separately" but also on the much higher ground of the brotherhood of men in all walks of life.

Unfortunately we are handicapped, in fact almost hamstrung, in our efforts to solve all three of these major problems, by the clash of opposing ideologies. We are forced to adjust ourselves to living in two worlds though the machine age has made us physically one world.

Lenin said: "It is inconceivable that the Soviet Republic should continue to exist for a long period side by side with imperialist states. Ultimately one or the other must conquer." Obviously, if we desire peace we must prove Lenin's prophecy false, and learn to live side by side.

But we can't mix. The Soviet states clearly will not tolerate within their borders any opposition, official or unofficial, to Communism. And the nature of their political doctrine is such that their followers are not interested in becoming just another party in the political system of any of the western democracies. Wherever they gain a foothold they must work unceasingly for the complete destruction of all other parties.

Lenin also said: "We must . . . agree to any sacrifice, and even, if need be, resort to all sorts of stratagems, artifices, illegal methods, evasions and subterfuges, only so as to get into the trade unions, to remain in them and to carry on Communist work in them at all costs." That explains at least in part the increasing difficulty of labour relations. We can hardly avoid the conclusion that Communists have insinuated themselves into the counsels of labour, not for the purpose of promoting the welfare of the workers, but to gain power and opportunity to stir up trouble and hasten the break down of our system of government. Wherever dictatorships, whether of the right or of the left, have gained control of the government of a country, one of their first steps has been to dissolve labour unions.

In seeking, as we must, a *modus vivendi* between East and West, I believe firmness is the only policy that will gain respect and have a chance of succeeding. Appeasement is thoroughly discredited. We should, on the one hand, try to convince the countries in the Soviet orbit of our desire to respect both their government and their territory, and to enter into friendly trade relations. On the other hand, we should insist that they refrain from interference with our mode of life. Those persons, whether citizens or visitors, whether fascist or communist, who abuse the freedom of these western countries by working here to tear down our constitutions and substitute therefor a dictatorship maintained by police force, should be firmly dealt with.

What should be our guiding light in shaping educational programmes for a people faced with these grievous problems? There is no salvation in materialism. Even the god of Technology has failed to save us. We have worshipped too long at the shrine of technique, including the technique of government. A. N. White-

head, who knew whereof he spoke, said: "I will disclose one private conviction . . . that, as a training in political imagination, the Harvard School of Politics and Government cannot hold a candle to the old-fashioned English classical education of half a century ago." That gives us a clue. We cannot expect any system based on unproven theory, be its bible *Das Kapital* or *Mein Kampf*, to compare with one based on practical experience and the King James Bible. Our institutions have grown out of three hundred years of struggle for government by consent of the governed, for respect of property and human rights, for equal justice to all. Let us hold fast to that which is good in the past, adding constantly in the continuing light of experience, always protecting the dignity and worth of individual men made in the image and likeness of God.

The primary purpose of education should continue to be the inculcation of the best in English culture, that complex of ideas, customs, and beliefs, that heritage of art, music, literature, and, above all, law and religion, that make up our glorious tradition. If this first purpose be perfectly fulfilled, the second will follow of its own accord, namely, the development of sound Christian character.

The atomic era, then, does not so much require a change of educational objectives as their intensification. In the summer of 1643, so disastrous for his cause, Cromwell wrote, "There is nothing to be feared but our own sin and sloth." So it is today. We must gird ourselves to battle more valiantly for righteousness. Then shall we see the truth of the Psalmist's words, "Righteousness and peace have kissed each other."

ROBERT NEWTON.

Conferring of Honorary Degree of Doctor of Laws

Your Honor, Members of Convocation, Ladies and Gentlemen:

You will recall that the Senate of this University at its February meeting, granted the Degree of Doctor of Laws, *honoris causa*, to John Walker Barnett for many years General Secretary of the Alberta Teachers' Association. I had the privilege and honor of informing Mr. Barnett of the Senate's action and of formally inviting him to accept the degree. On two other occasions only did I see him so deeply moved. In a voice filled with emotion he said he would be happy to accept the honor, realizing that in honoring him the University wished to pay a tribute to the great profession to which he had given his life.

In the meantime his work has been completed and he has gone from us.

John Walker Barnett was born in Grantham, Lincolnshire, sixty-seven years ago. He came of vigorous north country stock and of a family of teachers. Not so long ago his oldest brother retired after a distinguished career as a headmaster. After training at Westminster College he was certificated and entered upon his career as a teacher. He taught for some time in the Army College at Aldershot and at Surbiton before coming to Canada. In 1911 he came to Alberta and at once began work as a teacher. He brought with him first hand knowledge of the work of the National Union of Teachers and soon reached the conclusion that teachers in this country were handicapped by the lack of a similar organization.

When the Alberta Teachers' Alliance came into being it was natural that Mr. Barnett's knowledge, experience, enthusiasm and faith should be enlisted in the direction of the infant organization. From that time the history of the Association was largely a history of the activities of John W. Barnett. In journeyings often in perils of floods, in perils of the wilderness, in perils of dirt roads or no roads, he carried on. Though progress was slow, indifference great and opposition powerful, no one ever heard John Barnett complain or say a disloyal word of those he had set out to serve.

He was largely instrumental in the formation of the Canadian Teachers' Federation, the national organization. He persuaded Legislatures to make important changes in the School Act, and played an important part in drafting such legislation as the Teachers' Retirement Fund Act and The Teaching Profession Act. He served on the Department's Liaison Committee on Teacher Training which later evolved the plan of Teacher Education now in effect in this province. As a member of the Survey Committee which was responsible for our present University Act and later as a member of the Senate of this University he played his full part.

So then, as an able teacher, as a man of great courage and singleness of purpose, as a fearless fighter, as a champion of the weak and defenceless, as a matchless leader and as a gallant and upright gentleman, we honor his memory and confer on him posthumously the honorary degree of Doctor of Laws.

—G. FRED McNALLY, *Chancellor.*

F. G. Buchanan receiving the honorary degree of Doctor of Laws



Eminent Chancellor:

It is a privilege and great honor for me to present to you Frank Gordon Buchanan of the City of Calgary for the honorary degree of Doctor of Laws to be conferred on him at this convocation.

Mr. Buchanan was born in Manitoba and has lived all his life in the prairie provinces except while in attendance at the University of Toronto.

Young Frank came to Calgary over fifty years ago and attended public school in Calgary. His father was a Minister of the Methodist Church and on account of his migratory habits young Frank obtained his high school education in Edmonton. He graduated from the University of Toronto in Honor Classics in 1913 and later obtained the Degree of Master of Arts from the same university. Among the Arts graduates in the same year of 1913 was a young lady named Florence Marie Blatchford who later became Mrs. Frank Buchanan and who must be considered as largely responsible for her husband's success in life. They have four children—three boys and one girl. Three of them are graduates from the University of Alberta, two of them, probably by heredity, obtaining first class honors in their departments. All three boys served overseas during the last war.

Since his graduation Mr. Buchanan has devoted his life to education. For some time he taught in the Central High School in Calgary. He then became Inspector of Schools in various districts in the province of Alberta under the Department of Education. He spent seven years as Inspector of Public Schools in the City of Calgary and in 1929 became Assistant Superintendent of Schools in Calgary. In 1935 he became Superintendent of Schools in that city, a position which he still occupies.

Mr. Buchanan has been deeply interested in the educational and cultural advancement of the province and has been associated with many organizations working for the benefit and improvement of people and conditions. Prominent among these associations is the Senate of this University of which he has been a valued member for the past five years.

Mr. Buchanan is eminently fitted to receive the honor about to be conferred on him and it gives me the greatest pleasure, Eminent Chancellor, to present to you Mr. Frank Gordon Buchanan for the Degree of Doctor of Laws Honoris Causa.

—H. A. HOWARD.

The Convocation Address

Eminent Chancellor, Your Honor, My Lords, Mr. President, Members of Convocation, Members of the Graduating Class, Ladies and Gentlemen:

May I express to the governing bodies of this University my thanks and appreciation for conferring on me this honorary degree of Doctor of Laws, and thus including me in that distinguished group of people whom over a period of years they have seen fit to honor.

Such degrees are said to be conferred honoris causa. Some wit has suggested that they are granted senectutis causa and that there is a resemblance between an

honorary degree and arteriosclerosis, the disease known to laymen as hardening of the arteries—both are signs of the beginning of old age.

I wish to discuss with you for a few minutes today certain aspects of the relationship between the secondary school and the university. This is not a new problem. There may be no satisfactory solution to it. It will, however, always be a subject of importance, and possibly of controversy, to teachers, professors and administrators in whatever part of the educational organization their work may lie. It should be of interest to the young people who are to receive their degrees in education today and who are beginning, or have lately begun, their careers as teachers in this province.

There appears always to have been some lack of understanding, some degree of tension in the relationships between the university and the secondary school, the former never quite satisfied with the competency of the students it received, and the latter cherishing the belief that the University was a self-centered, remote institution, unaware of and unconcerned with the problems of its junior partner. I recall, when taking freshman mathematics at the University of Toronto from Professor Alfred DeLury, a noted educationist of that day, hearing him exclaim on many occasions, "When will the high school teachers of this province begin to teach mathematics?" That took place many years ago, before any such phrases as "Science for the Millions," "Algebra and You," "Latin and Life," had appeared in educational writings as an indication that the ancient disciplines were being softened down. It took place, too, in the Province of Ontario, where, according to popular opinion, the conventional program had always been taught with maximum thoroughness and austerity.

What must university professors be saying today, when they see the high school turning its back upon the old-line course of studies and abandoning its academic tendencies as it struggles to evolve a program that will fit young people for successful living in our involved, technological world! These changes are taking place very gradually, it is true, for we teachers are not an adventurous group, nor do we follow after strange gods. No doubt a Gallup Poll of the opinion of professors in the arts and science faculties, in regard to the proficiency in the conventional subjects of the young people who have been entering the university from the high school during the last few years, would indicate that secondary schools are doing an inadequate and unsatisfactory job. The average layman, if a product of the secondary school of a generation back, would probably be in agreement with this judgment. In fact, some of the subject-matter specialists in our own schools might be disposed to condemn present trends in curriculum revision. High school principals and teachers generally might concede that able young people with high scholastic ability do enter the university today without that mastery of skills and subject-matter which once characterized high school graduates. But they would contend that the modern high school, and in a greater degree the high school of the future, must be judged by other and different standards in harmony with the new objectives of today's high school. As causes of the changes that are taking place in the whole secondary school organization, they would point to the unparalleled growth in enrolments of the high school, the amazing expansion in human knowl-

edge, the rapid advance in business, and industry, and the involved nature of modern society at local and international levels. And they would ask, "Can the high school stand still?" or "Can its earlier objectives be valid and adequate for our day?"

A brief survey of the history of secondary education in this country and of the contemporary educational situation is suggested as a basis for understanding the present dilemma of the secondary school. Four points will be mentioned: increase in enrolments; change in the character of student personnel; the curriculum; and the teachers.

The most striking development in Canadian education in the past forty years has taken place in the secondary school. Merely in point of numbers the expansion has been phenomenal, as the following figures will show.

In the secondary schools of Canada in the first decade of this century there were some 30,000 students enrolled, and today there are 300,000. That is, while the total population of the country has doubled in forty years, the attendance of young people in high school has increased ten-fold. Statistics of our own province—typical probably of most of the Canadian provinces—show that in the year 1906, 2.6 per cent of the total pupil enrolment were in secondary grades. This percentage practically doubled each ten years for the next three decades, and by 1936, 17.5 per cent of the total provincial enrolment were in Grades IX to XII. In 1946 this percentage rose to 20.7. This means that while only 5 per cent of young people in Alberta from 14 to 18 years of age were enrolled in Grades IX to XII in 1906, 52 per cent were in attendance in these grades in 1946.

In the towns and cities, of course, the percentages are considerably higher. In Calgary, for instance, in 1946 more than four-fifths of all boys and girls of appropriate age coming under the jurisdiction of the Public School Board were attending high school in that city.

That is, forty years ago the secondary schools of Canada were concerned with a relatively small percentage of young people; today one-half of all adolescents are enrolled, crowding and congesting the secondary schools of this country. Another quarter of a century may see practically the entire youth of our country under twenty years of age in the secondary school.

It is apparent from these figures that the trend toward universal education which began in the elementary grades in the 1920's in Canada has now reached the secondary school, and that the people of this country are accepting it that all young people have both a right and a need to attend school until their eighteenth or nineteenth year. The mere matter of providing buildings, equipment, competent staffs, and of adjusting school organization to accommodate these large numbers of students, has been of itself during the past twenty-five years a most serious problem.

More important, however, than the simple expansion in numbers has been the change in the composition of the group who enter the secondary school. In the early 1900's, the great majority of high school students were preparing for the university or the normal school. They were a select group of young people with

high scholastic ability and good aptitude for book learning. They had similar interests and purposes. In the main, they were planning to attend the university in order that they might improve their social and economic status. Generally, they were inspired and urged by parents who gave them every assistance and encouragement. The task of instructing them was relatively easy, for they were a homogeneous group and the curriculum was narrow and fixed. Those who could take it emerged from the high school well-trained and excellently prepared for the university, where, for the most part, the courses were merely a continuation, at a higher level, of the studies they had carried on in the high school. The high school had no great concern for those who dropped out, or for the great majority of young people who never entered its doors.

But today the situation is entirely different. Not only are one-half of all young Canadians of high school age enrolled in school but they are practically an unselected group. Every kind of individual is there, not only the brilliant, the co-operative, the docile, the industrious, the abstract thinker, the verbalist, but "the less conforming individuals, those more inclined to find fun and humor in all situations, those with compelling desires to live in the present, those who are impatient with books and abstractions and disinclined to favor an intellectual, disciplinary or decorative education."

Today's high school cannot exclude or eliminate them as did its prototype of forty years ago. For they are future homemakers, future workers, future citizens, who require an extended education if they are to be competent in the many areas in which a human must play his part today.

The public demand, too, that the democratic ideal of equality of opportunity be implemented to the greatest possible degree in so far as children are concerned, as well as the need that the modern state, for its own welfare and advancement, educate all its young people in accord with their talents, impose upon the secondary school the obligation to make the most of its entire clientele.

This heterogeneous, unselected body of high school students has different needs, purposes and ambitions from those of the small group who attended in the 1900's. In that decade the great majority of students who graduated went on to higher education. In this decade, the 1940's, it is estimated that only one in five of the graduates of Canadian high schools enter the university.

What of the curriculum that is presented to this large and increasing student body, with its wide range of abilities and interests? So great is the prestige of the traditional academic program, both with educationists and with the community, that progress in the various provinces toward building a curriculum that will meet the needs of the great mass of students who will not go to college has been slow. Today, of the students in this province who annually complete Grade XII, practically all from the village and rural schools and the great majority from the town and city schools do so in the matriculation course. It might be added that of every 100 students who enter Grade IX in Alberta schools, approximately 75 drop out without completing the requirements for the high school diploma. Many factors

delay the modernization of the curriculum. In the first place, there are many vested interests involved. Teachers dislike to see their special subjects diminished or eliminated; parents recognize that with everyone given the opportunity to attend high school, graduation will no longer mean social and economic preferment; teacher training institutions are aware that the continued value of their present instructional procedures is dependent upon the perpetuation of existing curriculum patterns; and universities seem anxious to maintain their traditional admission requirements, by which matriculation standing is the sole basis of admission. Nor does the highly centralized form of school administration that obtains in all Canadian provinces give any encouragement to or place any responsibility on the staffs of secondary schools to experiment in the modification and adaptation of courses of study and teaching methods, to meet the needs of students who vary widely in aptitude and ability. The academic school, too, with books as its chief equipment, is the least costly type of secondary school. Since people are largely unaware of the degree to which better and appropriate education at every level underlies not only our expanding commerce and industry but our ability to work out as citizens effective solutions of our social, economic and political problems in the domestic, as well as in the international sphere; they are not disposed to invest in schools and universities those large sums of money which are required for the increasing demands of our era.

In seeking to fashion a modern curriculum and to serve all adolescent youth, the secondary school has no pattern to follow. No nation of the old world ever set itself the task of educating all of its young people. In the United States, where the same problem on a much larger scale exists, no unanimity has been reached among educators as to the probable solution. Nevertheless, some pioneering has been done in Canada and some progress has been made in evolving a high school program which will provide that variety of learning situations necessary to the best development of all members of the ever increasing group of boys and girls who enter Canadian secondary schools.

In the years between 1910 and 1930 these advances in secondary education took the form of specialized schools, chiefly in technical and commercial subjects, set up as separate institutions. They were of necessity confined to urban centers since large enrolments were a requisite to such diversification. The relative number of students who enrolled in these schools was small, due in some measure to their lack of prestige or "parity of esteem," to use a term appearing frequently in recent British educational writings. Then came the period of the broadening and enriching of the high school program by the inclusion of elective courses in music, art, dramatics and others, and of the reshaping of the courses in English, history and science in the direction of student needs. In practice, however, faith was still strong in the educational theory of the transfer of training, and in the belief that in some way, not clearly understood, knowledge and skills acquired in the traditional fields would be useful in later years, so the chief emphasis has continued to fall in the high school upon university preparation. In the 1930's the plan of offering *all* high school subjects in a single school, of bringing all students within one organization and of regarding all units of the program as of equal value was experimented

with in certain urban centers. Calgary, I believe, was a pioneer in this new type of high school organization. The school embodying these new features is known as a general or composite school.

In England, where education at the secondary school level has traditionally been the privilege of the few, the new Education Bill of 1944 has greatly extended the school opportunities of young people and has included in the varied educational pattern of that country a new type of school called the multilateral, which is very similar to the general or the composite school which I have mentioned, and is designed to provide a modern education for the great mass of future citizens.

These general, or composite, or multilateral schools seek to gear their programs to present day needs and to provide studies equally valuable to the group of students which will go to college, to the larger group concerned with vocations, and to all those other students without special interest in either university or occupations. They endeavor to secure variety and flexibility in subjects and courses, to accommodate and to hold in school all pupils, no matter how different their talents or varied their desires, and to include on the curriculum subjects and material designed to broaden the basis of class room work. They recognize the dominant interest of young people in vocations, and, through guidance and appropriate courses, endeavor to inform and equip them to make wise choices in occupations, in accordance with individual aptitudes. They place high value on education for citizenship, and through instruction and through curricular and extra-curricular activities seek to prepare students for active and intelligent participation in community affairs. In a word, they seek to focus the curriculum more directly on the kinds of competence which young people out of school are sure to need.

What of the teachers during this period of experimentation and change? The steady increase in enrolments in the secondary school and the wide inclusiveness of its student personnel would, of themselves, have imposed upon teachers the need of important readjustments in their philosophies of education, in their methods of instruction and in their relationships with students. But, as previously indicated, with these changes, and in considerable measure due to them, have come gradual but none the less radical alterations in the high school aims and programs. The traditional curriculum, which had been organized around subjects such as mathematics, science, Latin and English, was being redirected and rewritten to include areas of human living and student interest such as work, health, citizenship and leisure. These changes have meant that many teachers trained in the conventional high school subjects have had great difficulty in adjusting to the requirements of the new general program of the high school and in working sympathetically and effectively in carrying out its objectives. Certain teachers, too, unable to recognize in these curriculum alterations delayed adjustment to fundamental changes in our society, consider them as passing fads or temporary aberrations. The majority of the teachers, however, have shown understanding and co-operation in all experiments and modifications in the curriculum organization and teaching procedures that seek to make the high school serve more adequately our times.

But the process of change in the high school is too slow if its curriculum is to maintain some relationship with the rapidly advancing fronts in science, technology, business and public affairs, and meet the educational needs of all young people. To help overcome this lag, this serious discordance between accepted theory and actual practice, between principles and program, our present secondary school staffs must recognize that in teaching today they are serving society in one of its great, dynamic periods when change is necessary and inevitable. They should be given opportunities to participate in the planning of new buildings, in the discovery of the most effective use of the radio, the projector and other new teaching devices, and in the adaptation and revision of the curriculum. They should make greater efforts to embody modern educational principles and theories in actual class room practices. Information in regard to experiments and new practices in this and other provinces should be more freely disseminated among high schools. Supervisory staffs should give encouragement to variations from established procedures in school organization and administration, and in methods of instruction.

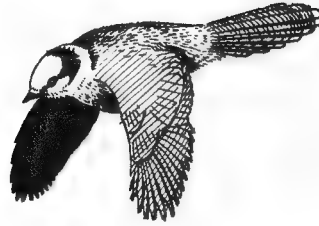
Faculties of Education and other institutions responsible for the training of teachers can contribute much to bringing the philosophies and instructional practices of secondary school teachers closer to the knowledge and theories on these matters which are accepted by modern schools. Their graduates, in addition to possessing sound scholarship and an understanding of how young people live and learn, should be convinced that today's high school should serve all youth and that its organization, curriculum, teaching procedures and relationships with pupils and community require continual modification. The teaching personnel of Faculties of Education needs to be in constant contact with the actual problems of teaching, administration and research in the secondary school, as a basis both for realistic instruction of their own students and for the formulation of constructive courses in post-graduate studies for experienced teachers in service. The dearth of high school teachers competent in such subjects as physical training, music, art, dramatics, oral French and home economics may indicate that training colleges have failed to recognize the important place that subjects now described as electives, or extra-curricular, will have in the curriculum of the future.

—FRANK GORDON BUCHANAN.



EVERGREEN AND GOLD

The New Trail has been advised that a limited number of copies of **Evergreen and Gold**, 1947 edition, are available for sale. The price is \$4.50, and application should be made to W. A. Falk, Evergreen and Gold Office, University of Alberta.



Whiskeyjack . . .

"What's in a name!" cries Juliet with a certain maidenly-womanly impatience and contempt. The passage is one that is perilous to unwary readers:

"A rose by any other name would
smell as sweet,

So Romeo would"

Romeo would *smell* as sweet? Not at all:

So Romeo *would*, were he not
Romeo called,

Retain that dear perfection which
he owes

Without that title."

The passage is curious and feminine all through; without what title? Without the title which he does *not* possess! No wonder old Capulet in brusque masculine irritation could exclaim upon occasion, "How now, chop logic!"

But let us take your "good meaning," Juliet. There is a great deal in a name, almost everything. Give a dog a bad name, we say—and one of your elder brothers in Shakespeare exclaims, "Reputation — I have lost the immortal part of myself." Our names should be our better natures; they are our immortal parts.

Consider Master Whiskeyjack. Could this friendliest of creatures be the same if he had always to carry the weight of *Perisoreus canadensis*? Even masquerading as the Canada Jay, he could not have the same pert sauciness he owns with the title of Whiskeyjack. Nor could he have that inexpressible grace with which he slips like a skier down a slope of air to his friends by the campfire.

This fellow, Juliet, was called by the Crees *wiskatjan*, and the perversion of his name to Whiskeyjohn, and later to Whiskeyjack—John is dignified and solemn, but Jack is "everybody's Jack"—tells us something about our ancestors in the New World. They had a sense of humor and of the value of things; and they loved the friendly creatures of the Trail: the chipmunks and whiskeyjacks and the little golden bears. What's in a name? In a name there is morale and the building of a new world. Can you not see them, that line of men who stumble and struggle and strain ever forward along the sandy, pebbly, rocky, muddy, hillocky, shrub-rooted river banks tugging the laden barges a thousand miles upstream from Winnipeg to Rocky Mountain House? Toil, sweat—why, sweat and toil are *no name* for it, for that endless, exhausting, dizzying slave labor beneath a broiling sun. And can you not see them at noonday and at night by the camp fire tossing bits of food to the friendly, dove-grey, graceful whiskeyjacks that slip gliding down from nearby spruce-tops to play with them? Even beauty and grace have utilitarian values: they preserve our sense of balance, our sense of proportion, our sense of humor. And to tell the story of the West omitting the whiskeyjack, is to play Bach or Mozart without the grace notes.

Your own name, Juliet—why did Shakespeare alter it from Julietta? And would *Romeo and Jezebel* be the same story as *Romeo and Juliet*? Or *Pete and Molly*? What it amounts to is that names mean what we put into them. They mean all that their wearers have done in them. Quisling has meaning, but so has Churchill. Henry Marshall Tory has meaning, and the Wauneitas, and Green and Gold.

And the Friends of the University have meaning, meaning that already symbolizes brotherliness and generosity and faith in boys and girls, and devotion to learning, meaning that will deepen and enrich itself as the years go by.



NEW FRIENDS FOR THE UNIVERSITY

October-December, 1947

Mrs. I. F. Morrison, 11620 Edinboro Road, Edmonton, Alberta.

Dr. A. L. Caldwell, 305 Canada Building, Saskatoon, Saskatchewan.

Dr. J. B. Collip, Professor of Medical Research, University of Western Ontario, London, Ontario.



The Editor, *The New Trail*,
University of Alberta,
Edmonton, Alberta.

Dear Sir:

The list of the bursaries awarded for 1947-48 by the Friends of the University, which you published in your October edition, brought back to my mind the large number of undergraduates who have benefitted from such financial help.

The Friends of the University may never know it, but very often it is thanks to them that a student completes his studies and enters a career where he or she may be of service to humanity. Students obtaining such bursaries and scholarships seldom discover the names of their benefactors but, believe me, the *nom de plume* under which they hide their identity has a warm place in their hearts.

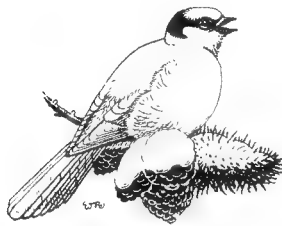
May I, as one of the former students of the University of Alberta who benefitted from such an award, say thank you for all those present and past who "owe so much to so few."

Yours very truly,

MARGUERITE A. PRIMEAU.



N.B.—Friends of the University are those who contribute five dollars a year or more to provide scholarships and research facilities, extras, for the University. They receive *The New Trail* without further subscription.—Ed.



Trail Blazers



Walter B. Herbert



Lillian Cobb

WALTER B. HERBERT

When we wrote to Mr. W. B. Herbert, director of the Canada Foundation, asking for biographical material, he countered with the request that we write about the Canada Foundation rather than about himself. As a matter of fact, it would seem to be impossible to write about one without the other.

The Canada Foundation is an organization devoted to the development of Canadian culture and the wider and better understanding abroad of Canadian thought and life. It was started in May of 1945 by eight private citizens who were convinced of the need for such an organization and had faith that if the idea were publicized, sufficient support would be forthcoming from the public.

The Foundation grew out of the Canada Committee, which was set up during the war years with the purpose of furnishing information about Canada to British and American service personnel stationed in Canada. Working in close co-operation with education officers, it supplied literature, art, films, photographs and speakers. This committee was headed by Mr. Herbert, who now became director of the Canada Foundation.

The Foundation co-operates with most of the major cultural bodies in Canada—the Canadian Arts Council, the Canadian Institute of International Affairs, the Federation of Canadian Artists, Banff School of Fine Arts, National Film Board,

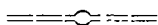
- C.B.C. and many others—as well as with similar institutions in the commonwealth and foreign countries. It answers requests for information regarding such topics as Canadian music, art, films, education, from all parts of the world. It has prepared a list of one hundred currently available Canadian books, a service which proved so popular with librarians and others that several editions had to be printed. It promoted interest in silk screen reproductions of Canadian paintings. An anthology, "A Pocketful of Canada", sponsored by the Canadian Citizenship Council was largely the work of the Foundation.

Activity was interrupted briefly from July 1946 to March 1947, when, at the request of the United Nations, the Foundation lent its staff to a United Nations personnel recruitment mission in Canada.

The director of all this many-sided activity, Mr. Walter B. Herbert, was born in Philadelphia, in 1901, of Canadian parents. He studied law at the University of Alberta, graduating in 1926. During his undergraduate years, he was editor of the Gateway, president of the debating society, member of the Students' Council, secretary of the Law Club and History Club and participated in a respectable number of sports. Like most students he worked during the summers at casual jobs in coal mines, lumber mills and on farms. He was also reporter and contributor to the *Edmonton Journal*, *Edmonton Bulletin*, *Calgary Albertan*, and the *Winnipeg Free Press*.

Upon graduation he became Contract Officer for the Alberta Wheat Pool. Two years later he was Assistant Publicity Director for the Canadian Wheat Pool and in his own words, has "been in the public relations business in one form or another" ever since. From 1940 to 1943 he was Assistant Director of Public Information for Canada. Then came the Canada Committee and finally the directorship of the Canada Foundation.

He is married to the former Emily Horricks (B.A., Alta, '28) and has one daughter.



MISS LILLIAN COBB

According to her own account, Miss Lillian Cobb's nearest approach to importance came when, after a nip and tuck exit from France in 1930, they "almost had a brass band turn out" on her return. But if she hasn't made headlines, she has achieved the considerable distinction of being a Docteur de l'Universite de Paris and head of the Department of Foreign Languages at Northern Illinois State Teachers College—and, if we may read between the lines of the scant information she gave us, she has had an extremely interesting time doing it.

Miss Cobb was born in Seattle, Washington, in 1898. She entered the University of Alberta in 1915 and received her M.A. degree in 1922. Upon graduation she went to Paris for two years postgraduate study. In 1926 she returned to Paris on a French government scholarship. This time she had the privilege of working

under the late Paul Hazard. Her doctor's thesis was entitled "Pierre Antoine de la Place, Sa Vie et Son Oeuvre."

Returning to America with the intention of teaching, she discovered that more than one language was required, so she set to work learning German at summer schools in the States—and then went to Bonn and Munich for further study. After all this effort, she taught it only one year.

We gather that there were other jaunts to Europe for further language study. Then during the recent war there arose a strong demand for Spanish, so Miss Cobb spent three summers in Mexico acquiring that language. Not content with that she is now studying Russian "out of sheer stubbornness," so she says.

Miss Cobb is now happily and busily teaching French literature and Spanish language and literature as head of the Department of Foreign Languages at the Illinois State Teachers College, de Kalb, Illinois.



1948 SUMMER SESSION

With increasing emphasis being placed on degrees, certificates and diplomas in so many divisional salary schedules, the responsibility of the Summer Session to the teachers of the province is enlarged. It is evident that teachers will look to the Summer Session as a unique opportunity to improve their qualifications, as well as to acquire a broadened base of knowledge.

The offering of the 1948 Summer Session can be summarized as follows:

1. A rich program of courses in Arts and Science leading to the B.A., M.A., B.Ed., M.Ed. degrees
2. A very full program of Education courses leading to the B.Ed., and M.Ed. degrees
3. Courses leading to certificates and diplomas in Art, Commercial subjects, Drama, Household Economics, Industrial Arts, Music, Kindergarten-Primary Education, as well as courses in supervision of particular subject and Curriculum Construction which should prove of interest to principals, supervisors and superintendents.
4. Postgraduate courses in Education in the fields of Psychology, Administration and History of Education
5. A Workshop in Elementary Education designed to furnish a refresher in modern elementary education to teachers who feel the need of it, an orientation for teachers transferring from other provinces, and a partial fulfilment of requirements for War Emergency course teachers. It is to be noted that the Workshop, which operates for three hours in the afternoon, together with an approved morning course, will be accepted as two credits towards the degree of B.Ed. for A and H Candidates, subject to the usual regulations governing Education options.
6. An introductory course in Guidance. This course will be on the elementary or introductory level in order to permit the interested teacher to gain a foundational knowledge in the subject.
7. A School Libraries Course will be offered, aimed at the classroom teacher, rather than the trained librarian. It will endeavor to deal with practical procedures of the librarian craft which are applicable to classroom as school libraries.

N.B.—The Summer Session Announcement is in hands of the printers, and should be available by February 1.

Books of Our Own

Fortress North, ELLA JACOBY WALKER

(Thomas Allen, \$3.50)

Pianoforte, palette and pen.

"Varium et mutabili semper femina."

No doubt were the poet Virgil writing today, he would substitute the word "versatili" for "mutabili."

A host of alumni, and as a classical scholar I insist on adding "alumnae", know Mrs. Walker not only as the wife of Dr. O. J. Walker and the mother of two sons who attended our University, but also as one who has dipped into the arts of the ages with some measure of accomplishment. So far as I am aware, this is her first attempt at writing, and in this way she can reach and renew many old acquaintances. In travelling and local exhibits of art, many have viewed her paintings and clay models. I am not sure whether her music has been sent out on the ether waves or not, perhaps she has been Petrilloed.

When she played her music 'twas Mrs. O.J.,
But she signed with the brush as Ella May.
Varium et mutabili, she writes as Ella Jacoby.

Fortress North has been my home for the past 40 years. When I arrived in Edmonton, the University was in the period of gestation and in danger of being stillborn. I recall my teacher, Miss K. Chegwin, explaining what a university was supposed to be like. After 40 years, it appears that a university is not what it used to be. Many who read *Fortress North* will say Edmonton is not what it used to be. A reader once complained to "Punch" that it was not what it used to be, and the editor replied, "It never was."

In 1907 Edmonton was fast emerging from the Fortress stage. Sometime around 1913 the University students unofficially opened the High Level bridge and Edmonton took on a "new look." Many old-timers, accus-

tomed to an "end of the line" life, moved on to an outer fringe, and the ratio of Indian and Metis to whites declined rapidly. Feroocious real estate booms followed and Kingsway was paved in readiness for World War II in 1939. The first notable expansion in the University staff occurred in 1919-20 and at this time Ella Walker arrived to make her home in Edmonton. Since then she has lived at a point of vantage on the south bank of the Saskatchewan river, where at pleasure she can view the original site of the nucleus of the Fortress North, now replaced by a more commodious structure.

Even an H. G. Wells would hardly have been able to predict the impacts on this Fortress that have taken place in the last few decades, in which it has been transformed from a fortress in the historic sense, into a key port on world skyways.

From her ivory tower in the shadow of the campus, Ella Walker has assembled in story fashion, the rapidly changing events at the Fortress. A most pleasing feature of this presentation is that she has not divorced herself from other accomplishments and the illustrations which are her own, are well selected and admirably executed. I am not capable of discerning whether this presentation is a libretto of a more complete symphony of art, utterances and rhythm. Here and there I sense a reflection of the music in the soul of the authoress. Here and there her artistic sense must grieve when she thinks what might have happened, as for example when she mentions in the book that seeds of flowers and shrubs were early brought to the Fortress. Since then the powers that be have cut down faster than these could grow. "He who plants a tree plants love," page eight.

There are various methods of presenting the historical background of any region or place. One is an arrangement of factual

material with as much rhetoric and interpretation as the author possesses. Ella Walker has chosen to present such material more or less dressed up in novel fashion, perhaps in places drawing upon her own imagination. In either case, one best equipped to do such a work should be a person who has resided in the environment of the scene of the story. Ella Walker has resided at this scene for over a quarter of a century, where she could verify some of the unwritten folklore about the Fortress. It is commendable that a novel has been written by one familiar with the setting. All too often others come from afar and compose hastily about our past, without staying long enough to really become acquainted with it. All too infrequently does work of art, music and letters emanate from this Fortress. We have suffered long from an inferiority complex in this respect.

About twenty-five years ago I used to approach the campus at Harvard a bit reflectively as I viewed some of the more austere (old usage) structures. One of these remains vivid through this lapse of time, namely the Germanic hall with the inscription on its frieze "*Es ist der Geist, der sich den Körper baut.*" If the present Edmonton retains anything from its past, it should be the "spirit" of those who founded the Fortress. Ella Walker has attempted to reveal some of this spirit in the various acts that she presents from the local drama. The Fortress moved swiftly in time from an outpost to a modern city—except for its bridges. The authoress has selected certain scenes from this drama which to her appeared more significant.

These are days of euthanasia, "wring" out the old, bring in the new. Soon it will be too late to verify some of the more important episodes in the history of our Fortress. The book carries a very useful appendix, a reference list of about 35 pages in small print. If there are those who question the accuracy of some of her history, they can use the refer-

ences or argue with the authoress in person.

In the past 30 years I have read no novels or fiction, following school days of compulsion when *Ivanhoe* was thrust upon me. Thus I am not qualified to pass judgment on the style of a novel. All novels to me are like the modern watered spirituous vendored beverage. In these the facts, philosophy, moral or theme is all too often detailed and clothed in verbosity and garrulity, with over-description of minutiae. I cannot say whether Ella Walker has sinned in this respect or not. Many who know her will recognize her voice in several of the passages that have a sort of billowy style.

Those who like to relax and be talked at will enjoy *Fortress North*, especially if it has been their lot to have lived in Edmonton for even the short period of undergraduate days. Mrs. Walker is to be highly commended for her accomplishment in this work.

—R. L. RUTHERFORD.

In Due Season, CHRISTINE VAN DER MARK
(Oxford, \$2.50)

This is a first novel by a thorough Albertan. It has won the Oxford-Crowell \$500 Fellowship and a \$200 first prize in an I.O.D.E. Alberta competition.

In Due Season is a grim reminder that the pioneer days of the world are not yet over and that the frontier spirit still burns as fiercely as ever it did. It is a tale of bleak struggle against relentless forces, told in a style as stark as the story itself. We have here, by no means, a thriller, spiced with vulgarity and lust, as so many of our modern pioneer stories are, but an honest tale with a strong flavour of authenticity.

The action takes place in localities which few Canadians will have any difficulty in spotting. Whirlwinds of dust, swirling round "a grey bleak house that leaned a little to the

east" is unmistakeable, whereas "springy root-matted paths and water holes" and "the groaning trees" are all too familiar. Bear Claw is a frontier and the problems that faced Lina Ashley are those of a rich but harsh wilderness. It could have been wooed, but Lina Ashley did not know how to do it.

For she thought she knew just what she wanted and neither an unsuccessful marriage nor the rigours of the wild land could turn her from her purpose. With bare hands, as it were, she fought her way upward out of poverty and humiliation, upheld by little tenderness and almost no love. She could be kind and generous—indeed she had many fine qualities—but the great tragedy of her life was that she could not accept understanding sympathy from anyone. Even old Benjie, the only friend who really understood her could give little support. But it is not the way of pioneers to lean on others. They must needs get on the outside edge; they must gamble on their own strength. Though they follow the gleam tragedy usually dogs their steps.

Into her story Miss van der Mark has woven a number of unforgettable characters. Old Benjie, Lina's father, is a loyal and eager soul but futile. The scene in which he sells his beloved fiddle to get money enough for Lina to make the purchase of which he disapproves is very well done. Jay, lonely, intense and warped by his frustrations, a bit of flotsam on the current of humanity, is perhaps the finest bit of work in the book. Sym, the likeable but worthless husband; Poppy, the rebellious and passionate daughter of Sym and Lina; Tudor Folkes, the cobbler, watchful and gentle, and many others, form a vivid background for Lina Ashley herself. Miss van der Mark has not only learned to see but to do so significantly. Her characters are chiselled rather than drawn.

Any one of a dozen morals might be found in this novel, if you must have a moral. But

the author is much too wise to point any one. All the moralizing in the world would never have convinced Lina Ashley that crops and cattle and goods are not all of life, and it is the world's deep tragedy that it cannot realize that there are far too many people very like her.

It is difficult to appraise a novel written with such sincerity and utter lack of ostentation. If you like a good tale, told straight on, a chaste style of writing and people that are strangely familiar, you will like *In Due Season*. It is a notable contribution to literature and Canadians may be justly proud of this young Albertan.

—J.W.E.M.

Music at the Close, EDWARD A. McCOURT
(Ryerson Press, \$2.75)

Music at the Close, by Edward A. McCourt (U. of A. '32) takes up the story of a twelve-year-old boy on an Alberta farm in 1918 and follows it till his death on the Normandy beaches in 1944. It tells of Neil Fraser's dream of being a scholar, a writer, a wealthy farmer, a great lover; and though all his dreams lead to disillusionment as the golden hopes of youth give place to grey realities, it is the opposite of depressing, because in telling the story of this young romantic the author has not allowed his own vision to be falsified by romanticism. The hero's humdrum later life is less interesting than the time of his youthful aspirations, not because the commonplace cannot be interesting but perhaps because it is less vivid in the author's imagination. The merit of the picture is its honesty and authenticity. It may be objected that the war provides too convenient an end to the story. Unhappily, that is what the war did to too many in actuality; and it is not unlikely that many a man like Neil Fraser found in self-sacrifice a meaning and value in life that it did not appear to have before.

Still, one would like to know how the story would have ended if there had been no war.

From the moment on the second page when we read of "a flock of prairie-chicken that had exploded into flight beneath the horses' feet" we have confidence in the author's knowledge of the life and scene about which he writes. "Exploded" is the right word; it comes from observation. The same felicity is found in his reproduction of talk: "you take when a man's been without grub for three days and the mosquitoes after him, no tellin' what might happen." To write conversation in a convincing workaday tone must be difficult. Mr. McCourt has succeeded.

The great summer frost of 1918 which blighted crops all over central Alberta provides a chapter in which the reader shares the farmer's tension and disappointment. Here as elsewhere Mr. McCourt gains his effect without any straining. Crop failures and bumper crops naturally play an important part in this novel, as they are apt to in any novel of modern Western Canada. But here are also other events and conditions that fill in the picture of the West between the wars. The land boom of the nineteen-twenties, the collapse of 1929 and the following depression, all have important influence on the life of Neil Fraser. A coal-miners' strike in southern Saskatchewan comes as a refreshing reminder that farm life is not the only material available to the western writer. It also marks an important stage in the hero's fortunes. Another event of sociological interest enters the story incidentally, a Social Credit rally in 1935; and an interesting explanation is suggested of William Aberhart's success in the election of that year.

Not all the secondary characters are as clearly conceived as one might wish, notably Neil Fraser's wife. This cannot be said, however, of Gil Reardon, Neil's friend, "the kind of guy that's got to believe in something besides raising cain all the time." Indeed, Gil

and others in the Reardon family, though sketchily drawn, are clear enough to make the reader think that the author could, if he wished, make them the central figures in another novel.

Mr. McCourt's first novel was reviewed in the October number of *The New Trail*. We look forward to a third.

—J. T. JONES, '22.

Ruth, BARBARA VILLY CORMACK

It is altogether probable that the first Ruth of history had her own peculiar problems as she stood among the alien corn. No doubt there were times when her firmly gentle spirit quailed before the strangeness of her surrounding. There must have been times when she marvelled at the serenity with which she had made her choice. The biblical story does not draw attention to these spiritual searchings but surely they must have occurred. For her sisters down through the ages have all felt such qualms and doubtless will continue to do so to the end of time.

This little book of verse by a well known Alberta writer is the story of another Ruth, a Ruth of World War II, a bride from Sussex transplanted by love and the exigencies of war to a new and terrifying world. One suspects that it is the story of one Ruth, told by another.

Mrs. Cormack's deft touch is seen in an array of we tern rural characters. Who of us does not know Charlie, the Chinaman, with his "never failing grin"? The woods are full of Mas, fussing over the new bride and wishing she were somebody else and Pas, impatient and gruff:

"None o'that.

We'll treat her like our own—no more nor less.

Our Johnny chose the gal, and that's enough."

We do not have to look very far for Mrs. Lovatt, "more English than the folks at home"; nor for Johnnie, still on the other side of the world and not too good at making letters say what he really felt.

Ruth is homely and human. Its theme is admirably summed up in the dedication:

Across the seas they came, these other Ruths,
Forsaking all the dear familiar ways
Of home and country, for our stranger shores,

Shores which their men called home.

May they with us
Find peace and joy and understanding warmth,
That warmth of friendliness that makes us kin
To all the world, and melts within its glow
All prejudice that tends to bar the way
To the fulfilment of true comradeship.

Readers who are fortunate enough to come across this little book of verse will surely find themselves echoing these sentiments.

—J. W. E. M.

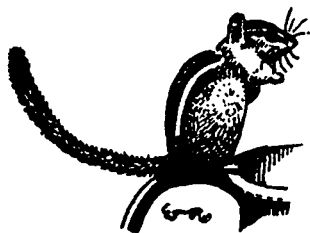


Don't miss notice re Alumni Association dues on page 4.



Homecoming 1947—H. D. Ainley '25 and Mrs. E. Gowan '33 uphold Edmonton at debate





the chipmunk

The Alumni Homecoming is well on its way towards becoming a campus tradition. This year's Homecoming Weekend was attended by more than one hundred graduates, of whom twenty were members of the class of 1922 celebrating their silver anniversary.

Registration began on Friday morning, each alumnus receiving a green and gold boutonniere on registration. The common room (?) was converted into a lounge where returning grads might renew acquaintances or browse through year books of the past twenty five years.

Friday evening a hilarious debate took place in Convocation Hall on the explosive topic, "Resolved that Edmonton is a better city than Calgary." A vigorous affirmative was maintained by Mayor Ainlay dressed as a Hudson's Bay Factor in white blanket coat and coon skin cap. The mayor was ably supported by Elsie Park Gowan as the factor's wife. Two Calgary "shyster lawyers", J. V. H. Milvain, K.C., and Harold Riley, Jr., spoke for the southern city with all the arts of legal skulduggery. In keeping with the spirit of the debate the judge, E. W. S. "Ted" Kane, K.C., awarded the decision to neither of the two cities, but to Leduc.

Saturday afternoon saw the annual football parade. Of the many elaborate floats, that of most interest to alumni was one carrying a number of 1922 grads, including Miss Maimie Simpson, Dr. Thornton and M. B. McColl.

After witnessing the football game at Clarke Stadium, homecoming alumni gathered at the cafeteria for the annual banquet. There they saw members of the class of '22 light the candles on a silver jubilee cake. Chief speaker of the evening was Dr. Thornton, president of the celebrating class and head of the Department of Dairying. A semi-formal dance fol-

lowed the banquet, where decorations in the mood of the early twenties paid further honor to the graduates of 1922.

New appointments to the staff include that of J. M. Whidden, of Calgary, as bursar, to succeed Mr. West. Mr. Whidden is an air-force veteran and an Alberta commerce graduate.

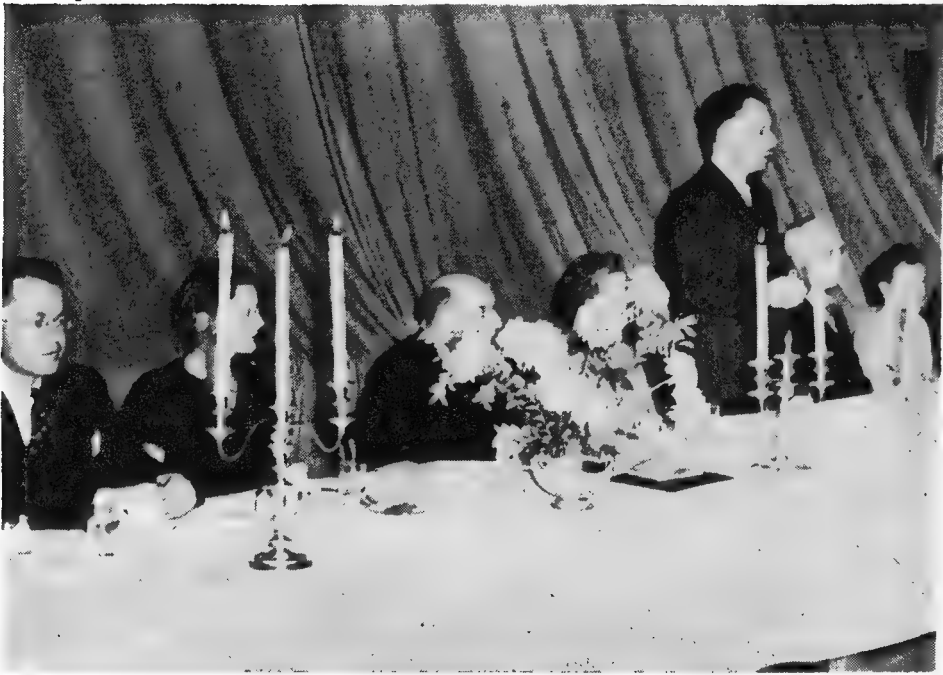
Miss Iriny de Buisseret has been appointed assistant professor in the Department of Modern Languages, to teach Russian and German. Daughter of a former Belgian Ambassador to Moscow, Miss de Buisseret is author of three books and a journalist in the fields of history and politics.

Appointed sessional instructor in chemistry for the current year is Mr. J. Ryer, a 1947 graduate.

Remembrance Day was marked this year by the traditional memorial service followed by an organ recital by Professor Nicholls, in which the organ was heard for the first time since the installation of the new console and pipes.

In the campus elections Liberals defeated the CCF by a slim 16 vote margin, Liberals polling 504 to 488 for the CCF. Next in line was Social Credit with 377 votes, Progressive Conservatives and LPP trailing with 151 and 79 respectively. With fifteen seats in the house, the Liberals will form a government under their prime minister, Crawford Ferguson. CCF will have fourteen seats, Social Credit eleven, Prog-Cons four, and LPP two.

A lively new organization has appeared on the campus in the Co-Wed Club. Sponsored by Mrs. A. J. Cook, wife of the adviser to student veterans, the club seeks to bring together the wives of some 1,000 married veterans so that they may exchange ideas and problems and enjoy companionship while their husbands



Homecoming 1947—George Hartling proposes a toast at banquet

are studying. It is hoped that they will thus gain a better understanding of their husbands' careers and take fuller advantage of opportunities afforded them to share in campus activities. The organization publishes a two page bulletin, "The Emily Post."

The 1948 Rhodes Scholar is Richard Laurence Gordon, son of Dr. R. K. Gordon, head of the Department of English. "Dick" Gordon like his two predecessors in the scholarship, is a student veteran, having served five years in the Canadian Navy. Attached to the R.N., he took part in landings in North Africa, Sicily, Italy and Normandy, and later in the Far East. He returned to university in 1946, taking English and History. Last year he won the Aitken Scholarship in English, the English writing prize, the Stanley Memorial prize in history and a first class general standing. He is second in command of the Edmonton Sea Cadets, and takes an active part in university debating.

He will take up residence in Oxford, in October, 1948.

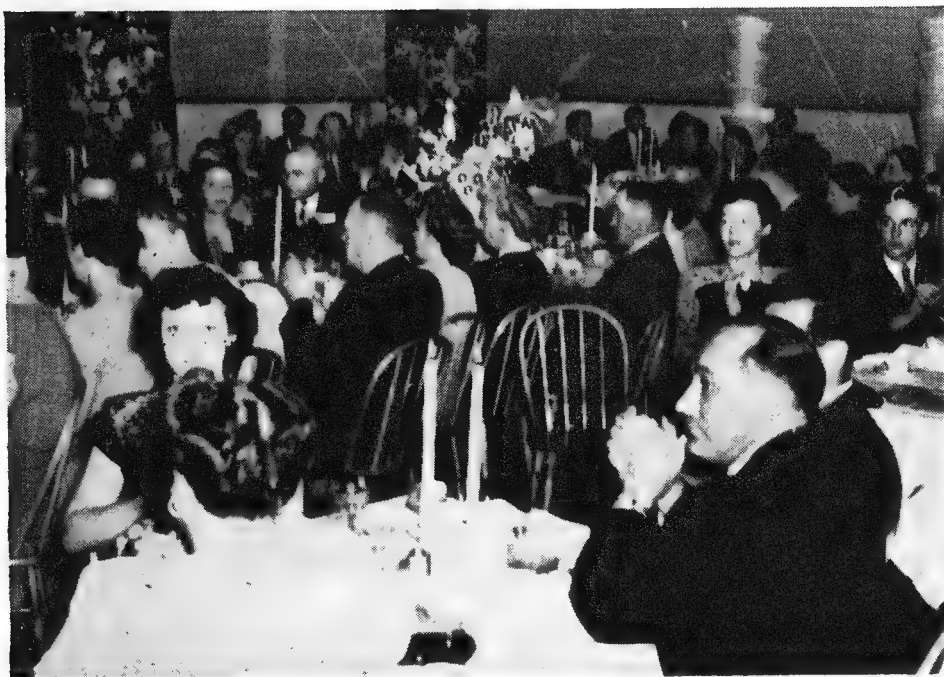
The Committee on Student Employment has secured the services of a full time employment

officer to work in conjunction with the committee and the National Employment Service in order to give the best possible coverage of employment opportunities for students desiring summer or permanent employment. Individual university departments will continue to function in connection with placement of students in employment connected with their chosen professions.

A complete registration of all students who desire assistance is hoped for. So far one thousand students have registered.

The executive committee of the Board of Governors has approved a recommendation of General Faculty Council that the name of the Faculty of Applied Science be changed to "Faculty of Engineering." The change will become effective at the end of the present session. The new name was felt to be desirable to avoid confusion with other applied science groups and to bring the university's practice into line with that of other universities.

At a meeting of the Board of Governors on December 19, a portrait of the late John A.



Homecoming 1947—The banquet hall

Weir, for many years Dean of the Faculty of Law, was presented to the University. The portrait, painted by Nicholas de Grandmaison, was commissioned on behalf of a number of lawyers who had been students of Dean Weir's as undergraduates, and by other interested members of the profession.

In presenting the portrait to the University, Professor Bowker, Acting Dean of the Faculty, referred to the late Dean Weir's high qualities as a jurist and teacher. Further tributes were paid by Mr. Justice H. H. Parlee, Mr. Justice Frank Ford, Mr. George Steer and Dr. Robert Newton.



VACANCY MAY 1st, 1948

Lecturer in Soils, salary \$2,400 to \$3,100, or *Assistant Professor of Soils*, salary \$3,200 to \$3,800. Initial rank according to qualifications and experience. Graduation in Agriculture required, with M.Sc. or, preferably, doctorate in Soils, with special training in soil physics. Duties will include teaching and research.

Appointment to be effective May 1st, 1948, or as soon thereafter as candidates are available.

Applications, giving age, nationality, marital status, and other relevant details; academic qualifications, experience, and publications; names and addresses of persons to whom reference can be made; and supplying a recent photograph or snapshot, should reach the Chairman, Department of Soils, University of Alberta, Edmonton, Canada, not later than March 1st, 1948.

Alumni Notes

'15

Friends of the late **Dr. N. F. W. Graham** were shocked to learn of his death in Toronto on October 22, 1947. Dr. Graham received his B.A. from the U of A in 1915 and M.D. from the Faculty of Medicine of the U of T in 1920. He was appointed to the Ontario Provincial Board of Health laboratory in 1920 and in the past 27 years specialized in bacteriology, serology, and diabetics. At the time of his death, Dr. Graham was head of the Provincial Board of Health laboratory in the Sault. Mrs. Graham was the former Gwynethe Tuttle, '15.

'20

We were pleased to hear from **D. R. Michener**, who tells us that the Toronto branch of our association is quite an active one. Mr. Michener is the Ontario Provincial Secretary.

'22

From 3910, St. Joseph St., Lachine, Quebec, comes word from **Helena D. Keith**. Miss Keith has taught in the Lachine High School for twenty years but, says she, "I still feel very much a Westerner!"

'23

In July of this year, **Frederick A. Rudd** of Lethbridge was admitted to the Alberta bar before Mr. Justice Hugh John Macdonald.

'24

Dr. J. G. Malloch is now residing in England. He is the Chief Scientific Liaison Officer, National Research Council, Canada House, London, S.W. 1.

'25

Claude Laws writes from 131 Dover Road, Welland, Ontario. He is working for the Electro Metallurgical Co. as a chemist and would like to contact any of our grads from the Niagara Peninsula. (W. G. Hollenback lives at 2163, Lundy's Lane, Niagara, Claude.)

Grace Studholme is at Iowa State for post graduate work in Home Economics education.

'26

Mr. and Mrs. Mudiman (nee **Freda Smith**) have returned to Lethbridge after being in Blairmore for the past seven years.

'28

We were happy to have as a visitor, **Mr.**

Max H. Wershof of Ottawa. Max will leave Canada for London in January where he will hold the position of First Secretary, Office of the High Commissioner.

'31

Dr. R. C. 'Reg' Hamilton is now in charge of the psychiatry department at the Ste. Anne de Bellevue Department of Veterans' Affairs Hospital in Quebec. He was on the staff of the Ponoka Mental Institute for several years until he joined the army early in the war.

Eloise McKinnon Moran writes from Nanton, Alberta, where she and her husband are farming. She tells us that they have two little girls, Colleen, who is five, and Carale, who is three.

'34

David W. M. Ross is the Western General Sales Manager for the Canadian Sullivan Machinery Corporation Ltd., and resides in Calgary.

'35

Theo. Finn is now back in Alberta and a member of the Faculty of Education, Calgary Branch. He writes, "There was a large section of Alberta alumni down at Stanford last year. Art Reeves, Andy Doucette, Gordon Mowat, Fred Deverell, Ted Britton, Margaret Humphries, are but a few of the names of Alberta graduates that formed a Green and Gold clique among the Cardinals. They are now all back in Alberta with the exception of Margaret, who is married and living at 418 Cowper St., Palo Alto, California."

Norma Christie is in London, England, now in the offices of the Department of External Affairs. Not so long ago, Norma returned from 'the other side' in the capacity of Lieut. in the W.R.C.N.S.

'37

A. W. Bell, who, until recently, was Chief Accountant at this university, has gone to Montreal. He takes with him his bride, the former Agnes K. Inch.

'38

John H. Jamieson was admitted to the Alberta bar in November by Mr. Justice O'Connor in a ceremony in supreme court chambers.

Alex Cairns, our Assistant Registrar, was passing out the cigars on December 18th. On

that day his son, Bill, was born. The little (?) lad weighed 9 lbs. 9 oz

'39

Leonard Gads is also a proud father. His son, Peter, was born on November 23

George R. Stratton is living at Beaverlodge, Alberta, where he is employed as Seed and Feed Inspector, Dominion Government Plant Products Division

Kenneth Balderson says he has either temporarily or permanently retired from engineering business and has gone into the farming and ranching business at Magrath, Alberta. A great change for Ken after having spent the past seven years as an electrical engineer in Trinidad, British West Indies

'40

Glenn Fox is attending the University of Oklahoma. He is working on his Ph D degree, and teaching in the Geology Department there

J. D. (Don) Elliott has been transferred from B C Seeds, Ltd, Vancouver, to the seed division of Scott-Bathgate, Winnipeg. He will represent that company in southern Alberta and B C

'41

George McMeekin tells us that there is quite a large group of U of A "alums" in Trail, and they are talking of forming a branch of the Alumni Association there soon

Bill Andrew, who is taking his master's degree at the University of Utah, tells us that **Dr. Alf Clarke** '24 will be at Utah State in the new year

'42

Chester A. Ronning is quite likely envied by anyone who has a wanderlust. He is with the Canadian Embassy, Nanking, China

Frazer Carmichael has been appointed District Agriculturist for the B C Department of Agriculture at Grand Forks, B C

Ann Davies went to Harrow as an exchange high school teacher in the fall of '47. She is teaching at the East Cote Senior School for Girls and resides at 49 Mount Park Road, Ealing, London, W 5

Donald MacPherson was appointed dean of men's residence and instructor in dairying and poultry husbandry at the Vermilion School of Agriculture, while **Doris Elford** '46 is now instructing in nutrition and cooking there

From Ottawa comes exciting news. On October 12th a daughter was born to **Mr. and**

Mrs. J. C. Gordon Brown. Gordon was our Alumni Secretary, but left in July of this year to take a position with the Department of External Affairs.

Mary Barbara LaZerte (nee Mason) writes from Evanston, Illinois, and gives us a line on who's who in that vicinity. "Hackneyed as it is, **Don** and I are certainly impressed with what a small world it is. Within the past few weeks we have had visits with **Stew Wright** (Engineering '46, M Sc '47) and **Wilf Hahn** (Hon Chem M Sc.), both of whom are working for Ph D's here at Northwestern University. **Brad Gunn** (M Sc '47) was here for a day on his way to McGill to begin work for a Ph D in Chemistry. We have had two grand visits with my sister (**Betty Mason**, B A '36) and her husband, **Jack Bicknell** (B Sc '42, B Ed '47), who has just completed his M Sc at Iowa State in Ames and has embarked on the program for a Ph D in education there. On a visit to that beautiful campus last spring we had a grand chat with two Alberta graduates, **Dave Nelson** (Hon Chem) and **Ted Reid** (Hon Chem), who are working for Ph D's in Chemistry."

"**Curly**" and **Maryelyn** (nee Stappels '42), **Haugan** '41 and small daughter Marjorie moved to Ottawa in the spring. "Curly" is with the Citizenship Branch, Secretary of State Department

On August 23, **F. Dorene Stetson** '42 was married to **W. J. Trowbridge** (Dalhousie, Columbia). They are now residing at Apartment 5, 85 Victoria St., Hull, P Q

'43

We'd like to quote a few lines from a letter written by **Bruce I. Rankin**, Assistant Trade Commissioner to Sydney, Australia. Bruce writes "You may be interested to know that unofficially some of us here claim to have an alumni gathering further removed from the university than any other. The group includes **Helen Linton-Smith** (formerly **Helen Love**), **Mrs. Margaret Hall** (formerly **Margaret Duggan**) and myself." Now, can anyone challenge this record?

Dr. G. Leslie Willox has been awarded the Dr D S Macnab Bursary. He is now taking graduate training in surgery at the University Hospital.

We discover that **Richard H. Hislop's** present address is. c/o Tropical Oil Co., Barranca-Bermeja, Columbia, South America

'44

We were pleased to hear of the marriage, on December 27, of **Elsie Tanner** to **Robert Rimmer** '46. Bob is, at present, an instructor in the Department of Chemistry here.

Fred Simpson '44, '46, and **Margaret Nelson** were married May 28 and are now living at 99 3rd Avenue, Ottawa.

'45

Drs. Herman A. and Violet Myers have recently left Bentley, where they have been for a year, and taken positions at the Charles Cam-sell Hospital in Edmonton.

Joseph Shocter was recently admitted to the **Alberta** bar by Mr. Justice Hugh John Macdonald. Joe was very active in many campus groups while in attendance at the U of A, and is well known in theatrical circles.

From Miss Patrick we learn that **Eileen (Duke) Jorgens**, who was the dietitian at Athabaska, is now at Washington State College on a scholarship, and that **Pat Wyatt** '46 is at Michigan State College doing post-graduate work.

'46

John Linney, with C.N.R. in Montreal, and **Leon DeLaunay**, now an Ottawa resident, paid us visits recently. John tells us that **Stan Deakin** is with C.I.L. in Montreal, and that **Aage Sylvest** is also there with Shawinigan Power.

Roy Reynolds, who is at M.I.T. working on his Ph.D. in Industrial Economics and Labor Relations, gives us a few pertinent facts about some of our grads. "Boston seems to be a favorite haven for U of A grads. **Don Quon** is here at Tech and over at the Harvard Business School I see such familiar faces as **Bert Ross**, M.A. '47, and Engineers **Al Ross**, **Don Harvie**, **Jack Cuyler** and others. Also, **George Haythorne**, B.A. '31, is down from Ottawa for a year at Harvard.

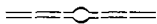
'47

Doug Baines dropped in to pay his alumni fees while he was in Edmonton over the Christmas holidays. Doug is studying on a fellowship at State University of Iowa.

Doug Pullman is taking post-graduate work in sociology at the University of Toronto.

We wonder how **Dennis A. E. Townsend** is enjoying his work in France. He is teaching English at Lycee Hoche, Versailles, Seine et Oise.

Harold Williams is working for Pest Control Ltd. of Vancouver. He explains, "The company is a new one and we are in every phase of Pest Control work. We spray and dust orchards, wheat fields, etc., with ground and air units. For our air work we use helicopters, which is my department."



News From The Branches

The Alumni Association of the University takes this opportunity of wishing all members of all branches a very prosperous and happy New Year. It is pleased to note a quite marked revival of activity and an encouraging renewal of interest. Here is a brief summary of the news.

Calgary

At a most delightful dinner meeting held in December last, with H. A. Howard as host, a steering committee under the direction of D. P. McDonald was set up for immediate action. All alumni will be pleased to note that D.P.'s name occurs in the recent New Year's Honour List of K.C.'s. Dr. McNally, Dr. Swift and the Alumni Secretary were present at the meeting and the response was most gratifying. There was ample evidence

that the Calgary alumni are keenly interested in the University and the Association.

Edmonton

The most recent development in the Edmonton Branch was the dance under the joint sponsorship of the Men's Faculty Club and the Edmonton Branch of the Alumni Association. The affair was a marked success and Alf Bramley-Moore and Ken McKenzie, president and treasurer of the Branch respectively, report a real show of interest on the part of the members. We should like to offer a gentle hint that if this branch wants a project to work on, the mailing list for the city of Edmonton needs a good deal of revision. As this city boasts the largest number of graduates, a complete and correct list is absolutely essential.

Medicine Hat

A continuing committee under Dr. Gibson arranged a tea party at the home of Mr. J. E. Davies, at which the President, Dr. Newton, was entertained. The report is that the affair was most successful and enjoyable and the Alumni Secretary hopes to go to Medicine Hat in the very near future to follow up the matter of organization of a lively branch in that city. Here's hoping.

Winnipeg

The news from Winnipeg is most interesting. We hear from Miss Warren that the first meeting of the season took place at the home of Dr. and Mrs. D. A. MacGibbon on October 9, the weekend of Homecoming at the University. We quote: "Dr. Anna Wilson was the guest speaker and spoke on her trip to Europe last June and July, when she was one of the two Canadian women to attend the convention of the International Federation of Medical Women held in Amsterdam, Holland. After the convention she attended an obstetrical convention in Dublin and then visited Scotland. Her talk was most interesting and she had some most interesting souvenirs to show us."

We were delighted to greet Miss Warren and Mr. and Mrs. D. E. McLeod in our office over the New Year weekend. They had some nice things to say about the New Trail and we beamed all over our rotund person.

Lethbridge

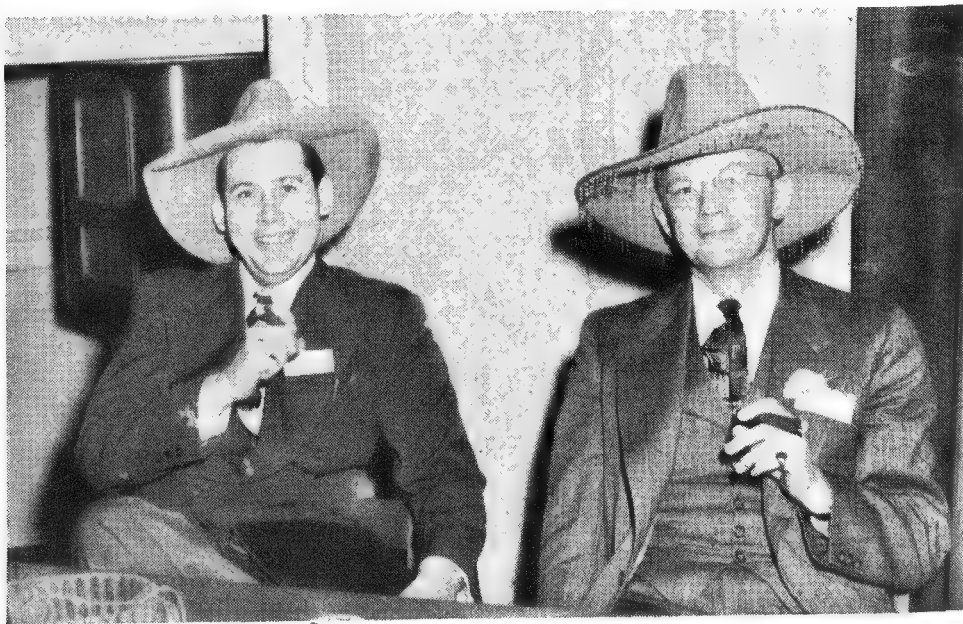
A nice spot of news comes from the beautiful city in our southern parts. Miss Bessie-Boyne Johnston writes that this newly-organized branch had fun entertaining or helping to entertain Dr. Newton in November and now is turning its guns on the Memorial Scholarship Fund drive, previously scheduled. We haven't as yet heard all about the Evergreen and Gold Ball which was to be held on the evening of Monday, December 29. Congratulations again, Lethbridge.

Ottawa

Frances Holdom, pinch-hitting for Miss Ritchie sends us the splendid report from Ottawa:

"A very successful informal party was held during March. One of the most interesting features, folk-dancing, was directed by Dr. Dyson Rose. Another item which was cause for much mirth was the acting out of the

Homecoming 1947—Calgary Debaters, Harold Riley '35 and J. V. H. Milvain, K.C. '26



names of towns in Alberta by various groups. Bob Ellis's demonstration of "Drumheller" really took the cake. At the end of the party the janitor confided that he hadn't seen people enjoy themselves so much for a long time.

"In early May the alumni enjoyed a dance at the Winston Gardens.

"The picnic at the end of June, held at the Dominion Experimental Farm, proved to be plenty of fun including races and a soft ball game.

"The next function is to take place October 31 and is to be a Western Dance. The Ottawa alumnists from B.C. and Saskatchewan and Manitoba have agreed to join with Alberta in a banquet and dance at the Chateau Laurier. We expect at least 250 people and a good time, too, we hope."

Victoria

Dave Ross, President of this flourishing branch turns out to be a good reporter. He tells us that the branch continues to be very

active, with Norman Putnam as Vice-President, Berenice Butteris as Treasurer and Jean K. McDonald as Secretary. The members enjoy the cosy atmosphere of homes and gardens for their meetings which are purely social. Who wouldn't enjoy a meeting at the beautiful home of Mr. and Mrs. Blair Patterson on Sea View Road or at the Langford Lake home of Berenice Butteris? Some people do have breaks.

Then Dave gives us some very useful information. Here is a list of former members of the University Staff who are now residing in Victoria:

Mrs. D. E. Cameron, 3924 Caerlon Place.
Mrs. Norman Clark (Agnes Milne), Box 198,
R.R. 4, Ferndale Rd.
Miss Florence Dodd, 343 Michigan Street.
Miss Ruth Eager, Madrona Drive, Deep Cove.
Mrs. Seth Halton (Betty Smith), 1244 Oxford
Street.
Miss Jean K. McDonald, Dominion Astro-
physical Observatory.
Mr. and Mrs. E. Stansfield, 835 Island Road.

Homecoming 1947—The Dance in the Drill Hall



Mrs. H. R. Turner (Margaret Ennis), 1092
Newport Avenue.

Dean and Mrs R. S. L. Wilson, 138 Robert-
son Street

Thanks, Dave Come again

Radway-Smoky Lake

Congratulations and welcome to a new member of the family This branch was organized about December 5 last and seems to be getting off to a vigorous start. Mr H Kostash is President and J. Dubeta is the Secretary The next meeting is scheduled for February 27 at Smoky Lake

Central Alberta

This thriving branch, comprising members from Red Deer, Lacombe, Ponoka and Olds has been very busy during the Fall session Mrs Dr. Craig, reporting for the former executive, states that Harper Prowse addressed the branch at a dinner meeting on October 18 Forty members were present and a new executive with Dr D R. Parsons at the head was elected Gordon Sweet is Vice-President, W J C Kirby is Treasurer and Violet Davidson is Secretary. After dinner Mrs T R Cornett was at home to all and by all reports a rousing good time was spent We are pleased that the Memorial Scholarship Fund came in for discussion with some quite tangible results The next function was to be a dance on November 19 at the Buffalo Hotel. Thanks, Mrs.

Craig, and we hope we shall be hearing soon from Miss Davidson

Two Hills-Derwent

Thanks, Mrs Young, for your reply to my S.O.S. We are happy to know that your branch is still in existence and that we are to look forward to another letter before very long Janet Cook, "Cookie", took a library course last year and now is in the library, at Victoria, B.C. Her address is 15 Olympia Avenue Thank you again for the kind good wishes and I assure you that I do not miss the marking.

Vancouver

We are vastly pleased to report a visit from Bob Torrance, who took time out from his Xmas holidays to have a jaw with us And we must also acknowledge a long letter from our old friend Bill Andrews Bill is now at Utah State for post-graduate work but seems to be still very much interested in Alberta folk We appreciated your letter, Bill, and wish you the best of good luck But we gather that this branch is having a little difficulty in swinging into production We sincerely hope that this will prove to be only a passing phase We realize that our alumni out in Vancouver will soon be thinking about their bulbs and early lettuce but please do not forget your Alumni Association It needs and very much wants your continued support



The Dominion Association of Chartered Accountants 10 Adelaide Street East, Toronto 1, Canada

Applications are invited for the position of editor and assistant secretary Duties will include responsibility for publishing professional magazine and various aspects of the work of the association. Applicant should have some training and experience in the publishing field and ability to handle staff The initial salary will be dependent upon candidate's qualifications and experience Applications must set out complete personal information, academic qualifications, experience and names and addresses of at least three persons to whom reference can be made Applications will be treated as confidential if so requested.



Don't miss notice re Alumni Association dues on page 4.

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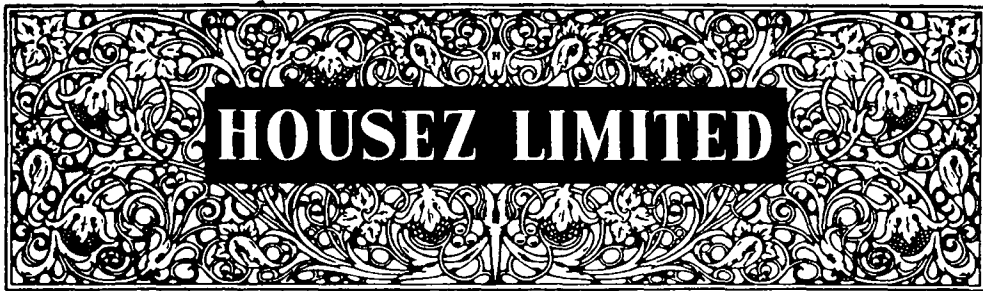
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